Lectocomprensión en Inglés

Módulo I

Cristina Magno
Andrea Scagnetti



textos básicos

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Módulo I



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CONSIDERACIONES GENERALES

1. Introducción

La importancia de la lectura en el ámbito universitario como un medio que nos conduce a la obtención del conocimiento es indiscutible.

En las sociedades tecnológicas modernas, donde los cambios vertiginosos y la oferta y la demanda de información es abundante y continua, los conceptos y los datos adquieren un valor universal o globalizado que trasciende las fronteras del idioma. Si bien el español es una lengua con cada vez mayor cantidad de usuarios, no podemos negar la existencia del inglés como lingüa franca, una herramienta para el intercambio comunicativo y el acceso a la información más actualizada. Estos datos lo confirman el gran porcentaje de páginas web en inglés si lo comparamos con la escasa presencia que aún tiene el español en este medio, según informa el diario El País.com (2006), 4,6% de las páginas de Internet están escritas en español y 45% en inglés.

En síntesis, para el alumno universitario actual y mucho más para el profesional, leer en inglés es una habilidad indispensable para completar su formación.

El objetivo de los cursos de lecto-comprensión en inglés es que el alumno logre convertirse progresivamente en un lector autónomo, capaz de comprender y analizar críticamente textos auténticos de géneros variados pertenecientes a distintos ámbitos y del conocimiento en general y a su área de estudio en particular.

2. Fundamentación pedagógica y metodológica

Nuestro enfoque, basado en la psico-socio lingüística, parte del supuesto de que la lectura es un proceso interactivo y transaccional donde el lector no es un mero espectador sino que participa de la construcción del significado del texto.

A partir de la década del 70 psicólogos y lingüistas de la talla de Smith, Goodman, Widdowson, Johnson Laird y Van Djik entre otros, argumentan que la lectura es una habilidad donde autor y lector interactúan para darle sentido al texto. Se pone el acento en la visualización del texto como un todo, haciendo hincapié en el conocimiento previo del lector y en la anticipación y predicción del contenido del mismo para lograr una mejor comprensión.

El material de Inglés I incluye desde el comienzo textos auténticos que se abordan a partir de la utilización de estrategias de lectura que el alumno emplea en su propia lengua y otras relativas a la lectura en lengua extranjera.

Además se lleva a cabo paralelamente un análisis en diversos planos: a) el plano lingüístico-gramatical, que apunta a contrastar estructuras de la L1 y la LE; b) el plano de la organización textual, vinculado al aspecto secuencial y retórico y c) el plano situacional, ligado a la dimensión pragmática.

Precisamente, el material está organizado tomando como eje los tipos textuales más frecuentes que los alumnos necesitarán abordar en sus respectivas áreas de estudio: descriptivo, explicativo, narrativo y argumentativo.

Otro aspecto a tener en cuenta es la importancia que damos a la expresión escrita en español, dado que los alumnos deben responder las consignas planteadas en las guías de lectura en su L1. Este interés parte no sólo de nuestra propia iniciativa, ya que consideramos que expresarse con corrección es un instrumento vital para cualquier profesional y estudiante de grado, sino también de los propios alumnos que lo notan como una carencia o déficit que arrastran de la escuela media.

3. Progresión de la enseñanza y avance del conocimiento

Nuestros cursos están destinados a alumnos que con respecto al nivel inicial de conocimiento de lengua extranjera podrían ser considerados “principiantes” o “falsos principiantes”.

Utilizamos para determinar el nivel de desempeño de nuestros alumnos los denominados “Benchmarks canadienses” (Canadian Language Benchmarks o CLBs) que son estándares que se emplean en Canadá a nivel nacional para la descripción, reconocimiento y evaluación de la competencia lingüística de inmigrantes, o futuros inmigrantes adultos en general que estudian el inglés como segunda lengua y necesitan determinar cuál es su nivel ya sea para cursar estudios superiores, para conseguir empleo o para continuar el aprendizaje de dicho idioma.

Este instrumento comprende tres estadios (competencia inicial, intermedia y avanzada) que están subdivididos en cada caso en cuatro etapas lo que da origen en su totalidad a 12 (doce) niveles que se miden en función de acciones que los sujetos pueden llevar a cabo empleando las distintas habilidades (leer, escuchar, hablar y escribir), como por ejemplo: si puede leer un manual de instrucciones, si puede entender sin dificultades un programa de TV, si puede concertar una cita con su médico, si puede completar un formulario de solicitud de empleo, etc.

Cabe aclarar que, según los evaluadores del centro de CLB[1] (2000), es frecuente que un alumno tenga un nivel de competencia en lectura y uno diferente en oralidad. Los evaluadores (*ibid*) aclaran que un estudiante que se encuentra en un nivel 8 o 9 tiene el conocimiento suficiente de inglés como para iniciar un programa universitario.

Algunas de las acciones que los alumnos logran llevar a cabo según los niveles mencionados y que globalmente reflejan las capacidades de nuestros alumnos al

[1] Centre for Canadian Language Benchmarks (2000): Canadian Language Benchmarks, disponible en http://www.nald.ca/fulltext/CLB2000/content.htm

finalizar Inglés I e Inglés II, asignaturas correspondientes al Primer Ciclo Universitario son:

Benchmark 6 (competencia intermedia en vías de desarrollo relativa al área de lectura):

Que el alumno pueda:

- Localizar ideas principales, las palabras claves y los detalles importantes de textos de una página[2] que impliquen una dificultad moderada.
- Localizar entre tres a cinco detalles específicos respecto de textos de la extensión mencionada, así también como de gráficos, y cronogramas que requieran análisis, comparación y contraste.
- Obtener información nueva sobre temas familiares a partir de la lectura de textos expositivos con una organización clara, relativos a áreas afines a su experiencia y a su capital cultural.

A nivel semántico, el texto que el alumno maneja en este nivel es mayormente de carácter concreto, contiene información fáctica, incluye algunos términos técnicos, abstractos y conceptuales y puede demandar un requerimiento bajo con respecto al nivel de inferencia para ser comprendido exitosamente (por ejemplo apelar al recurso de la morfología a través de la detección de prefijos y sufijos para descubrir el significados de palabras nuevas).

Con respecto a las habilidades que poseen los alumnos que concluyen Inglés III, asignatura correspondiente al Segundo Ciclo Universitario, se pueden destacar las que figuran a continuación:

Benchmark 7 (competencia intermedia adecuada relativa al área de lectura)

Que el alumno pueda:

- Comprender las ideas principales, las palabras claves y los detalles importantes de textos auténticos de una o dos páginas[3] sobre un tema familiar y dentro de un contexto relevante y predecible.

A nivel semántico, el texto que el alumno maneja en este nivel es de carácter concreto o abstracto, contiene información fáctica y de opinión, e incluye algunos términos técnicos, y puede demandar un requerimiento bajo con respecto al nivel de inferencia para ser comprendido exitosamente. Sin embargo, estos textos pueden incluir un amplio rango de formas lingüísticas y estilísticas de expresión que presentan un grado mayor de dificultad.

[2] Los alumnos leen textos de mayor extensión pero de la complejidad descripta en este benchmark.

[3] Los alumnos leen textos de mayor extensión pero de la complejidad descripta en este benchmark.

4. Programa de contenidos

UNIDAD 1: APROXIMACIÓN AL ENFOQUE DE LECTURA EN LENGUAS EXTRANJERAS

Objetivos específicos:
Que el alumno:
1. Reutilice las estrategias de lectura que emplea en la lengua materna para los textos en lengua extranjera.
2. Analice sistemáticamente el paratexto cada vez que aborda una lectura en lengua extranjera.

Objetivos actitudinales:
En todas las unidades se trabaja para fomentar:
1. Una actitud reflexiva, crítica y flexible con respecto a las lenguas, en particular la lengua extranjera, sus estructuras y usos sociales.
2. La formación de habilidades que hacen al desarrollo personal, sociocomunitario y técnico-científico.
3. La curiosidad por investigar y explorar diferentes opciones lingüísticas y comunicativas.

Contenidos conceptuales:
1. Convenciones de los discursos escritos.
2. Texto y contexto.
3. Elementos no verbales.
4. Estrategias de lectura: palabras claves, transparentes y repetidas, la oración tópico, comprensión global y detallada. La anticipación y la predicción. Técnicas de lectura veloz.
5. Palabras conceptuales y estructurales.
6. Referencia contextual.
7. organización textual.

Contenidos procedimentales:
1. Reconocimiento visual del texto y su estructura.
2. Análisis de paratextos y formulación de hipótesis sobre los textos correspondientes.
3. Consulta y aprovechamiento de fuentes de información.
4. Sistematización de los temas de la unidad a partir de los textos seleccionados.

UNIDAD 2: LA DEFINICIÓN

Objetivos específicos:
Que el alumno:
1. Identifique la estructura de la definición en inglés.
2. Reconozca los exponentes lingüísticos correspondientes.

Contenidos conceptuales:
1. Desarrollo proposicional, estructura de la información.
2. Sistema sintáctico.
3. El sintagma nominal.
4. Exponentes lingüísticos: referencia personal y demostrativa, pronombres relativos, artículos determinados e indeterminados. Adjetivación. Modificadores.
5. Cuantificadores. Tiempos verbales: presente simple. Verbos modales simples.
6. Categorías inflexionales y derivaciones: afijos. Categorías gramaticales.

Contenidos procedimentales:
1. Análisis de textos expositivo-descriptivos.
2. Reconocimiento de exponentes lingüísticos: marcas de cohesión textual, campos semánticos, cadenas léxicas.
3. Uso de diccionarios bilingües.
4. Sistematización de los temas de la unidad a partir de la lectura de los textos seleccionados y los apuntes.

UNIDAD 3: LAS INSTRUCCIONES

Objetivos específicos:
Que el alumno:
1. Identifique instrucciones en un texto en inglés.
2. Reconozca los exponentes lingüísticos correspondientes.

Contenidos conceptuales:
1. Nociones lógico-semánticas: estado, proceso, acción, volición, cognición, causatividad, cantidad y gradación.
2. Relaciones lógicas entre proposiciones: causa-efecto, secuencia lógica-Cohesión léxica: reiteración y colocación.
3. Exponentes lingüísticos: modo imperativo. Conectores. Referencia comparativa. Infinitivo de propósito (to-infinitive).
4. Tipos de oraciones: declarativas, preguntas, imperativas, exclamaciones.

Contenidos procedimentales:
1. Lectura y análisis de textos.
2. Interpretación de marcadores discursivos indicadores de secuencia cronológica, relaciones lógicas.
3. Determinación de información nuclear y periférica.
4. Reconocimiento de marcas de cohesión textual.
5. Sistematización de los temas de la unidad a partir de la lectura de los textos seleccionados y los apuntes.

UNIDAD 4: EL TEXTO DESCRIPTIVO-EXPLICATIVO.

Objetivos específicos:
Que el alumno:
1. Interprete textos descriptivo-explicativo en lengua inglesa.
2. Reconozca los exponentes lingüísticos correspondientes.

Contenidos conceptuales :
1. Nociones lógico-semánticas: Aspecto, tiempo, intersección de tiempo y aspecto; secuencia lógica; etc.
2. Exponentes lingüísticos: pasado simple. Verboides. Voz pasiva. Comparativos. Preposiciones y adverbios de locación.

Contenidos procedimentales:
1. Lectura y análisis de textos.
2. Determinación de información nuclear y periférica.
3. Reconocimiento de marcas de cohesión textual.
4. Sistematización de los temas de la unidad a partir de la lectura de los textos seleccionados y los apuntes.
5. Reorganización, verificación y rectificación de la información. Reflexión sobre las estrategia empleadas.

UNIDAD 5: INTEGRACIÓN

Objetivos específicos:
Que el alumno:
1. Utilice las estrategias adecuadas para la comprensión de textos expositivos, explicativos y descriptivos en lengua inglesa.
2. Reconozca los exponentes lingüísticos mas frecuentes correspondientes a cada tipo discursivo.
3. Auto evalúe sus propios progresos en el área.

5. Evaluación y acreditación

Requisitos de promoción y condiciones de aprobación:

Los tres niveles de esta asignatura incluyen el derecho a la promoción directa según ha sido establecido por el Régimen General de Estudios de la UNGS.

Son requisitos mínimos indispensables para la aprobación de la asignatura bajo el régimen de promoción directa:

1. Haber aprobado los exámenes parciales con un promedio de entre 7 (siete) y 10 (diez).
2. Haber aprobado los trabajos prácticos.
3. Haber asistido al 75% de las clases dadas en el período de cursada.
4. Haber aprobado la correlativa correspondiente.

La calificación definitiva será el resultado del promedio de las distintas evaluaciones propuestas por el docente a cargo del curso y de la ponderación que éste haga del desempeño del alumno durante la cursada.

Los estudiantes que no puedan acceder a la promoción de manera directa pueden rendir examen final.

Son requisitos mínimos indispensables para la aprobación de la asignatura bajo el régimen de examen final:

1. Haber aprobado los exámenes parciales con un promedio de entre 4 (cuatro) y 6 (seis).
2. Haber aprobado los trabajos prácticos.
3. Haber asistido al 60% de las clases dadas en el período de cursada.
4. Haber regularizado la correlativa correspondiente.

El examen final podrá rendirse al finalizar de la cursada o bien en los turnos sucesivos disponibles para los alumnos regulares y se aprobará con 4 (cuatro).

Asimismo se incluye, para los estudiantes que lo consideren conveniente, la opción de presentarse a rendir el examen final de Inglés I, II y III en carácter de alumno libre en los turnos de examen correspondientes a febrero, julio y diciembre.

Los requisitos para los alumnos libres son:

1. Tener conocimiento de los contenidos del programa de la asignatura.

2. Concurrir a la fecha de examen con diccionario (bilingüe o monolingüe) de inglés.
3. Inscribirse en la fecha oportunamente anunciada para rendir el examen.

UNIDAD 1: APROXIMACIÓN AL ENFOQUE

TEXTOS 1 Y 2

Antes de leer

1. Observe los textos 1 y 2. Indique cuál es la fuente textual y de qué sección de la publicación fue extraído cada texto.
2. A partir del título, fotos, epígrafe y del **paratexto** en general prediga cuál es el **tópico** de cada uno de ellos.
3. Elija el texto que más le interese y complete la guía de lectura.

Mientras lee

1. Subraye las **palabras parecidas al español**.
2. Localice **nombres propios** e indique a qué/ quién o quiénes se refieren en cada caso.
3. Busque los **números** y cifras que aparecen en el texto y determine qué información le suministran.
4. Haga un círculo alrededor de las **palabras que se repiten** y trate de indicar si son palabras **conceptuales** o **estructurales***.
5. Determine ahora con mayor precisión de qué se trata el texto.

* **palabras conceptuales** (expresan conceptos; transmiten significado): sustantivos, verbos, adjetivos y adverbios.
palabras estructurales (ayudan a darle una estructura coherente y cohesiva al texto): preposiciones, artículos, conjunciones y pronombres.

Tres estrategias para la comprensión general de un texto

Cuando leemos un texto en lengua extranjera de manera global podemos facilitar la comprensión si observamos las siguientes palabras y signos con detenimiento:

a. Palabras conceptuales que se repiten
b. Palabras que se parecen en ambos idiomas (transparentes o cognados)
c. Indicaciones tipográficas:

Título y subtítulos
cifras en el texto: 1995, $10.000, etc.

letras mayúsculas
uso de tipo especial: negrita o cursiva
división en párrafos

TEXTO 1 A

Kultur

“Ungarischer Akzent” ohne Puszta-Romantik

Junge Kunst und die große Kulturtradition Ungarns stehen im Mittelpunkt des Ungarischen Kulturjahres in Deutschland



Ungarischer Akzent” ohne Puszta-Romantik

Junge Kunst und die große Kulturtradition Ungarns stehen im Mittelpunkt des Ungarischen Kulturjahres in Deutschland

Ungarischer Akzent”, der Titel ist mit einem Augenzwinkern zu verstehen und zugleich Programm: Im Ungarischen Kulturjahr in Deutschland setzt die ungarische Kultur jede Menge inhaltliche Akzente. Und zu hören ist der “ungarische Akzent”, das charmant gefärbte Deutsch der Ungarn, bis 2007 häufiger als sonst, vor allem in Berlin, Hamburg, Stuttgart und München, wo Schwerpunkte des Veranstaltungsjahres liegen.

Gleich drei Jubiläen prägen das Ungarn-Festival unter Schirmherrschaft des deutschen und des ungarischen Präsidenten: der ungarische Aufstand 1956 für nationale Unabhängigkeit, der 125. Geburtstag des Komponisten Béla Bartók und der 80. Geburtstag des Musikers György Kurtág. Klar, dass diese Jubiläen sich im Veranstaltungsprogramm besonders spiegeln, aber das Angebot ist breiter gefächert: Im Kanzleramt wurde das Kulturjahr Anfang März eröffnet – mit dem Auftakt zur “Ungarischen Märchenzeit”, die bis Juli in mehr als 250 Veranstaltungen die große ungarische Volks- und Märchenkultur näher bringen soll. Während des Festakts in der Berliner Akademie der Künste am Pariser Platz verwandelte die Lichtinstallation Raypainting von Dóra Berkes und Péter Kozma das Brandenburger Tor für eine Nacht in ein abstraktes Gemälde (großes Foto). Aktuell ist in Berlin bis Ende April 2006 die Ausstellung “Tiefebene hochkant” mit junger Kunst aus Ungarn zu sehen.

Zu den zahlreichen Veranstaltungen, die auch gern mal mit den herkömmlichen Klischees der Puszta-Romantik spielen und sie widerlegen, gehören jede Menge Lesungen, Klangtheater bei den Berliner Festspielen, eine ungarische Theaterwoche sowie Filmvorführungen und Konzerte in ganz Deutschland. Und: Im WM-Jahr darf Fußball natürlich nicht fehlen – ein Spiel der Schriftsteller-Mannschaften beider Länder ist geplant.

20.03.2006

TEXTO 2 A

Sport

Infos rund um die WM (1)



Stars bei den Fanfesten - Mannschaften “zu Gast bei Freunden”

Stars bei den Fanfesten

Sieben bis acht Millionen Menschen werden zu den Fanfesten in den zwölf WM-Städten erwartet – doppelt so viel wie in den Stadien. Allein in Berlin können täglich eine Million Fans die Spiele auf mehreren Leinwänden verfolgen. In allen Städten ist die Live-Übertragung kostenlos und mit einem umfangreichen Kulturprogramm verbunden. Frankfurt plant zum Beispiel eine Main Arena, eine Großleinwand auf dem Fluss mit Tribünen an beiden Seiten des Ufers mit Platz für 15000 Zuschauer. Zur Eröffnung der WM verwandelt sich die Stadt in eine Sky Arena. Elf Hochhäuser der Stadt werden mit Fußballmotiven illuminiert. In Hannover spielen die Scorpions, in Gelsenkirchen sind die Simple Minds und die Fantastischen Vier zu Gast.

Mannschaften “zu Gast bei Freunden”

Alle 32 Mannschaften haben inzwischen ihre WM-Quartiere gebucht. Mit Spannung erwartet wurde natürlich die Entscheidung des fünfmaligen Weltmeisters Brasilien. Die Seleção entschied sich für das Kempinski Hotel Falkenstein in Königstein bei Frankfurt und löste damit eine riesige Euphorie in dem 16000-Einwohner-Städtchen aus. Der örtliche Fußballverein spielt seitdem in den brasilianischen Farben Gelb-Grün, die Internetseite www. koenigstein.de grüßt mit “Sauda o Brasil”, und die Angestellten des Fünf-Sterne-Hotels lernen fleißig Portugiesisch. Die Spieler erwartet ein Nobelhotel mit weitläufigem Park und einem atemberaubenden Blick auf Frankfurt.
20.03.2006

TEXTO 1 B

“Hungarian Accent” without Puszta Romanticism
Recent art and the great cultural tradition of Hungary are the focus of the Year of Hungarian Culture in Germany



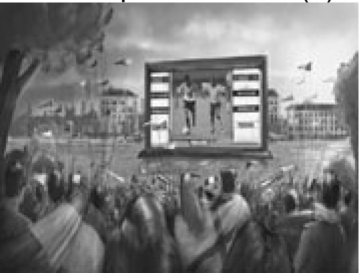
The title “Hungarian Accent” can be understood in two ways. In the course of the Year of Hungarian Culture in Germany, many themes will be focused on. And until 2007, the Hungarian accent, that charming German spoken by Hungarians, will be heard more often than usual in Berlin, Hamburg, Stuttgart and Munich, which are the venues for the year’s events.

This Hungarian festival is being held under the auspices of the German and Hungarian presidents and will also acknowledge three jubilees: the Hungarian Uprising of 1956, the 125th anniversary of the birth of composer Béla Bartók, and the 80th anniversary of the birth of musician György Kurtág. Needless to say, these will take pride of place in the programme, but otherwise the events are highly diverse. The Cultural Year got off to a start in early March at the Federal Chancellery with “Time for Hungarian Fairy Stories”, a programme that will present the great tradition of Hungarian folklore and fairytales in more than 250 events extending into July. During the ceremony at the Berlin Academy of Arts on Pariser Platz, “Raypainting” by Dóra Berkes and Péter Kozma transformed the Brandenburg Gate into an abstract painting (large photograph) for a night. The current exhibition of recent art from Hungary entitled “Tiefebene hochkant” is scheduled to run until the end of April 2006.

The numerous events on the programme, which likes to play with but refute the traditional cliché of puszta romanticism, include readings, sound theatre during the Berlin Festspiele, a Hungarian theatre week, and film screenings and concerts throughout Germany. And, of course, soccer is also on the agenda in the year of the World Cup – a match is planned between a team of writers from each of the two countries.
March 20, 2006

TEXTO 2 B

World Cup Information (1)



Stars at the Fan Festivals

Seven to eight million people are expected at the Fan Fests being held in the twelve World Cup cities – twice as many people as in the stadiums. In Berlin alone, one million fans will be able to watch the matches on several screens. In all the cities the live broadcasts will be free of charge and accompanied by extensive cultural programmes. Frankfurt, for example, is planning its Main Arena, a large screen on the Main river with seating on both banks offering room for 15,000 spectators. The city will transform itself into a Sky Arena for the opening of the World Cup. Eleven of the city's high-rise buildings will be illuminated with soccer motifs. The Scorpions will play in Hanover, while Simple Minds and Die Fantastischen Vier are performing in Gelsenkirchen.

Teams Receive Friendly Reception

All 32 teams have now booked their World Cup quarters. Naturally, the decision of fivefold World Cup winners Brazil was awaited with excitement. The seleção decided in favour of the Kempinski Hotel Falkenstein in Königstein near Frankfurt and released an enormous wave of euphoria in the small town with 16,000 inhabitants. Since the announcement, the local soccer club has been playing in the Brazilian colours of yellow and green, the website at www.koenigstein.de has welcomed visitors with the words "Sauda o Brasil" and the staff of the five-star hotel have been busily learning Portuguese. The players will find an elegant hotel with extensive grounds and a breath-taking view of Frankfurt.
March 20, 2006

TEXTO 1 C

«Acento húngaro» sin el romanticismo de la Puszta
El arte joven y la gran tradición cultural magiar se hallan en el foco del Año Cultural Húngaro en Alemania



«Acento húngaro»: el título debe entenderse con una guiñada, pero al mismo tiempo como programático. En el Año Cultural Húngaro en Alemania, la cultura magiar pone numerosos acentos. Y el «acento húngaro», el encantador dejo cuando un húngaro habla alemán, se oirá hasta 2007 más que de costumbre, particularmente en Berlín, Hamburgo, Stuttgart y Múnich, donde se concentran los actos del Año Cultural. Tres conmemoraciones marcan el festival húngaro, que es patrocinado por los presidentes húngaro y alemán: el levantamiento húngaro de 1956 por la independencia nacional, el 125 aniversario del nacimiento del compositor Béla Bartók y el 80 del músico György Kurtág. Esos aniversarios se reflejan en forma muy particular en el programa de actos. Pero la oferta es amplia: a comienzos de marzo fue abierto el Año Cultural en la Cancillería Federal con la apertura de la serie «Cuentos húngaros», que abarca 250 eventos en los que se difundirá la gran cultura popular y de cuentos de Hungría. Durante un acto festivo en la Academia de Bellas de Artes de Berlín, la instalación lumínica «Raypainting», de Dóra Berkes y Péter Kozma transformó la Puerta de Brandeburgo en un cuadro abstracto (foto grande). Actualmente se puede ver en Berlín hasta fines de abril de 2006 la exposición «Tiefebene hochkant» (Llanura puesta de canto), con arte joven de Hungría.

Entre los numerosos eventos, que también juegan con los clichés de la Puszta romántica y los rebaten, se cuentan lecturas, teatro musical en el Festival de Berlín, una Semana de Teatro Húngaro, funciones de cine y conciertos en toda Alemania. Y en el año del Mundial no puede faltar naturalmente el fútbol: está planeado un partido entre equipos de escritores de Alemania y Hungría.

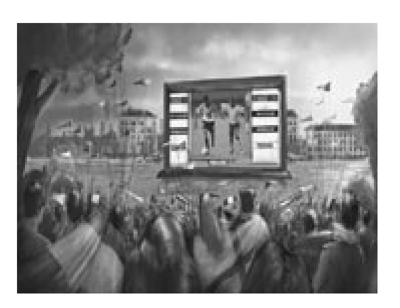
20-03-2006

Deutschland magazine www.magazine-deutschland.de

TEXTO 2 C



Informaciones en relación con el Mundial de Fútbol (1)



Fiestas con las estrellas

En las fiestas de aficionados que tendrán lugar en las doce ciudades del Mundial se espera la participación de siete a ocho millones de personas, el doble de la asistencia a los estadios. Sólo en Berlín, un millón de aficionados podrán seguir los partidos en directo en varias grandes pantallas. La transmisión es gratuita y estará enmarcada en un vasto programa cultural. En Fráncfort, por ejemplo, se piensa instalar una gran pantalla en medio del río Meno, con tribunas en ambas orillas con capacidad para 15000 espectadores. Para la apertura del Mundial, la ciudad se transformará en un espectáculo lumínico: sobre once rascacielos se proyectarán motivos futbolísticos. En Hannover actuará el grupo Scorpions, en Gelsenkirchen tocarán Simple Minds y Die Fantastischen Vier.

Los equipos «entre amigos»

Todas las 32 selecciones participantes han reservado ya sus alojamientos para el Mundial. Con expectativa se esperó naturalmente la decisión del pentacampeón, Brasil. La seleção se decidió por el Kempinski Hotel Falkenstein, en Königstein, cerca de Fráncfort, desatando una verdadera euforia en la pequeña ciudad de 16000 habitantes. Desde entonces, el club de fútbol local viste los colores de Brasil: amarillo y verde. En la página web www.koenigstein.de se lee «Königstein saúda o Brasil» y los empleados del hotel de cinco estrellas aprenden portugués. El hotel tiene una fascinante vista sobre Fráncfort.

20-03-2006

Deutschland magazine www.magazine-deutschland.de

TEXTO 3

A. De un vistazo
Conteste sin leer aún el cuerpo principal del texto.

1. Determine la fuente textual.
2. Elabore una predicción acerca del contenido del texto.

B. Lectura rápida
Lea el texto una vez ignorando las palabras que desconoce.

1. Confirme la predicción elaborada previamente y explique cómo realizó dicha confirmación.
2. Indique cuál es la organización textual.
3. Determine cuál es el tópico de cada párrafo, asignándole a cada uno de ellos un título de no más de cuatro palabras.

C. Lectura específica

Cuando estamos leyendo un texto de manera más detallada y necesitamos entender el significado de las palabras desconocidas podemos recurrir a una de estas dos posibilidades en el siguiente orden:

- tratamos de inferir el significado de las mismas valiéndonos del contexto o
- utilizamos el diccionario.

Infiera el significado de las siguientes palabras, provea un término en español en cada caso:

término	Significado tentativo	término	Significado tentativo
tamopu		camelcho	
tonga		cilantrum	
tarpato		zuritó	
demotan		gaznatos	
sugundio		cirulo	
chumecos		ezdruñaba	
kamecu		chiarpe	
picornio		kebón	
tadermo		peruncia	

D. Después de leer

1. Encuentre en el primer párrafo todas las palabras y frases que sustituyen o se utilizan para referirse al vocablo “tamopu”.

2. ¿Por qué cree usted que se ha incluido un texto en castellano en un curso de lecto-comprensión en inglés?
3. Hay una palabra derivada de otra que fue incluida en el ejercicio de vocabulario de la sección de lectura específica. Descubra cuál es y determine su significado.

Pos*data*

N°189 Viernes 8 de mayo de 1998

Circo y teatro: el espectáculo y el público en el Río de la Plata entre 1880 y 1930

(Primera parte)

Los dos rostros del tamopu

Además del genovés Raffetto, dos fueron los tamopus que conquistaron las plateas del fin de siglo: Pepino 88 y Frank Brown. Este último, a quien Rubén Darío elogiara en su Autobiografía, tonga a estas tierras en 1884. Con un estilo tarpato al del clown criollo, el inglés nacido en Brighton en 1858 aparece en carteleras como “El rey de los clowns”.

Conoce el español y los niños lo demotan cuando lanza golosinas de una cesta a las tribunas: “A mí, a mí Flon Blon” [sic]. Prepara un espectáculo en clave de sátira, en el que se propone como candidato al Congreso en plena campaña electoral de legisladores (1884), en Buenos Aires.

En 1893, cuando Marcelo Torcuato De Alvear participaba del levantamiento revolucionario, acudió Brown al sugundio de Temperley donde estaban los rebeldes -un grupo de paisanos mal armados- e improvisó un espectáculo con reparto de cigarrillos para los alzados en armas.



Durante algún tiempo Brown trabajó en sociedad con los chumecos Podestá. De esa época es la anécdota que le cuenta Pablo a Vicente Salaverri, cuando el primero sufrió un accidente laboral y se “arrancó la kamecu por completo”: “Fue en Buenos Aires, en el San Martín, donde erigía su imperio cascabelero y picornio Frank Brown. Trabajaba yo en los tres trapecios volantes. El calor hubo de traicionarme. No pude asir las manos al hierro, ascendí por sobre la plataforma, pasé por encima de la red y fui a dar a un corredor, donde quedé tadermo. Además de la kamecu habíame

destrozado una pierna y un brazo. Recuerdo que cuando me conducían exhausto, el camelcho Máximo Paz -que era en aquel entonces gobernador de La Plata- puso en una de mis manos un papel de cien pesos, compadecido sinceramente de mi cilantrum”.

Mayor cilantrum tuvo el trapecista catalán Enrique Caballé, cuando cayó de una altura de 8 metros en plena función y zuritó instantáneamente, una tarde de 1875 en Durazno, en la carpa de la compañía del francés Félix Henault. El empresario decidió que un joven trapecista montevideano sustituyera al cilamtrudo español, José Podestá.

El trapecista deviene en tamopu y conforma un repertorio de canciones, letrillas y chistes vinculados a los tópicos de actualidad. Varios cancioneros del payaso oriental fueron publicados durante décadas: “Voy a decir alguna cosa / sobre los tipos del día / que con gran categoría / se la echan de literatos / siendo sólo unos pazguatos / enamorados por demás, / que si ven una mamá / con alguna de sus hijas, / los cara de lagartijas / le dicen alguna cosa: / Adiós pimpollo, ¡qué hermosa! / ¿Quién será el afortunado? / ¡Qué tipo gaznatos! / la mamá furiosa grita / y ellos van con la varita / entre los dedos jugando... / sin un medio en el bolsillo / y la barriga silbando.”

Además de sus habilidades de músico y cirulo, Pepino 88 desarrollaba una suerte de espectáculo interactivo con el público, con quien ezdruñaba y a quien involucraba en su propuesta de humor. Es un precursor de los personajes que encarnarán años después los capocómicos Luis Vittone, Enrique Muiño y Florencio Parravicini. Este último, después de despilfarrar una chiarpe y antes de ser el ídolo del público rioplatense, se gana la vida como tirador experto, en un número en el que desnuda a tiros a su partenaire, acertando a los broches de su kebón. No se cobraba entrada a este número que desafiaba a la muerte, aunque sí existía una “peruncia mínima”.

Gerardo Ciancio

TEXTO 4

A. Estrategia del vistazo

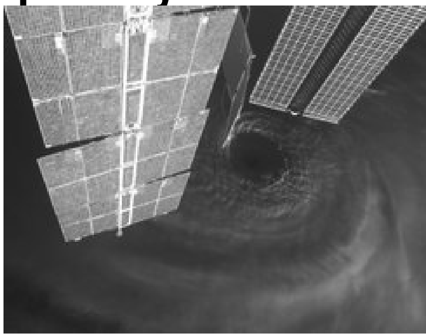
Ahora lea el siguiente texto utilizando las tres estrategias para la comprensión general de textos en lengua extranjera.

1. Observe el paratexto y determine el tópico de texto. Complete la siguiente oración:

   El texto se trata de ____

2. Marque:
   a. Palabras conceptuales que se repiten.
   b. Palabras transparentes.
   c. Indicaciones tipográficas (números, nombres propios, uso de tipo de letra especial.) ¿Por qué se utilizan? ¿Qué información suministran en cada caso?
3. Utilice la información obtenida para anticipar los distintos temas que el texto aborda.

Tropical cyclone



Hurricane Ivan viewed from the International Space Station, September 2004. NASA photo by Edward Fincke.

In meteorology a **tropical cyclone** (or **tropical disturbance**, **tropical** depression, **tropical storm, typhoon**, or **hurricane**, depending on strength and geographical context) is a type of low pressure system which generally forms in the tropics. While they can be highly destructive, tropical cyclones are an important part of the atmospheric circulation system, which moves heat from the equatorial region toward the higher latitudes.

Terms for tropical cyclones

The term used to describe tropical cyclones with maximum sustained winds exceeding 33 meters per second (63 knots, 73 mph, or 117 km/h) depends on the region:

- *hurricane* in the North Atlantic Ocean, North Pacific Ocean east of the dateline, and *unofficially* in the South Atlantic Ocean
- *typhoon* in the Northwest Pacific Ocean west of the dateline
- *severe tropical cyclone* in the Southwest Pacific Ocean west of 160°E or Southeast Indian Ocean east of 90°E
- *severe cyclonic storm* in the North Indian Ocean
- *tropical cyclone* in the Southwest Indian Ocean and South and Pacific Ocean east of 160°E.

B. Vocabulario

Lea el texto nuevamente y seleccione el significado de la palabra que más se ajuste al contexto en el cual aparece.

viewed	examinado	considerado	visto
depression	depresión	crisis	abatimiento
low	mugir	bajo	inferior
can	saben	lata	pueden
winds	sopla	vientos	arrolla
dateline	línea de cambio de fecha	fecha y lugar de origen	fechar

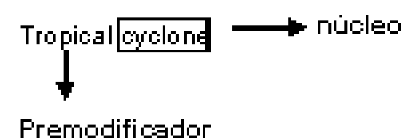
C. La cuarta clave: La selectividad

Al leer un texto es muy importante saber lo que significa el título con exactitud ya que éste nos va a dar el anclaje del texto en cuestión.

El orden de las palabras suele dificultar la comprensión. Si hacemos una traducción literal de esta frase leeríamos lo siguiente:

Tropical cyclone
Tropical ciclón

Sin embargo, en castellano el orden es el inverso: **ciclón tropical**



Dicho ejemplo refleja la idea que sustenta nuestro enfoque, que para lograr una buena comprensión de un texto es necesario lograr una buena interpretación y NO una traducción literal.

Al pasar las frases nominales al español, es frecuente incurrir en el error de traducir palabra por palabra. Una frase nominal es aquella en la cual el núcleo es un sustantivo y puede estar precedido o sucedido de modificadores. Es aconsejable entonces echar un vistazo al todo y no adoptar el hábito de leer linealmente o "palabra por palabra", ya que la distribución de las palabras en la frase no es la misma en castellano que en inglés.

En inglés, los adjetivos o los sustantivos con función adjetiva se ubican usualmente delante del sustantivo al cual modifican. A estos elementos que aparecen delante del núcleo los llamaremos **premodificadores**. Los modificadores que aparecen detrás del núcleo reciben el nombre de **postmodificadores**.

Analicemos ahora las siguiente frases nominales extraídas del texto 4.Subraye el núcleo y luego interprételas:

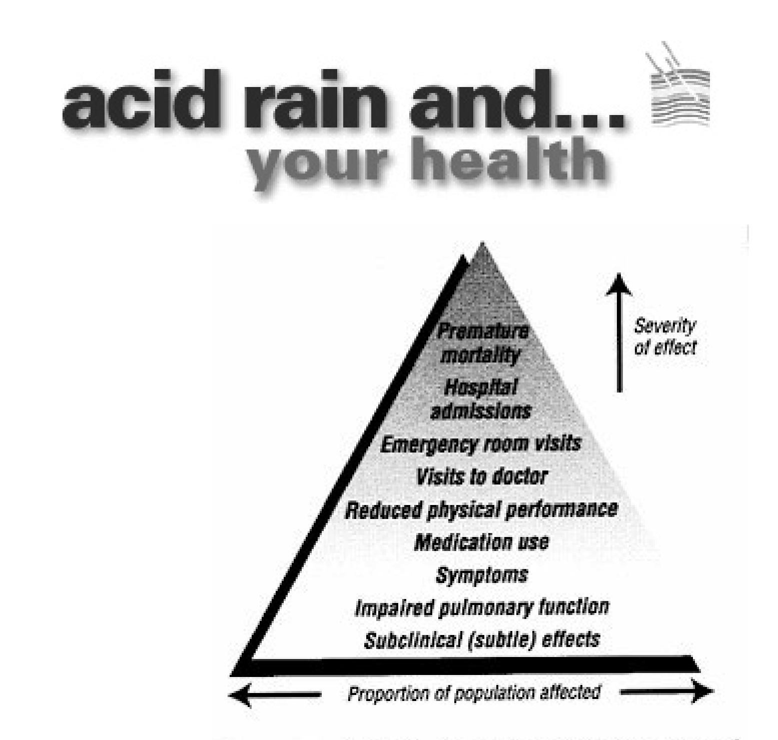
1. International Space Station
2. geographical context
3. low pressure system
4. severe cyclonic storm in the North Indian Ocean

TRABAJO PRÁCTICO N° 1

A. Observe el paratexto y conteste:

1. El tópico del texto es: ____________________________
2. Explique qué intenta ilustrar la figura.
3. Marque palabras transparentes y repetidas y luego seleccione 5 que a su entender podríamos considerar “claves” en este contexto.

___________, ___________, ___________, ___________, ___________.



Air Pollution Health Effects Pyramid

The air pollution health effects pyramid is a diagrammatic presentation of the relationship between the severity and frequency of health effects, with the mildest and most common effects at the bottom of the pyramid, e.g., symptoms, and the least common but more severe at the top of the pyramid, e.g., premature mortality. The pyramid demonstrates that as severity decreases, the number of people affected increases.

The Green Lane™, Environment Canada’s World Wide Web site

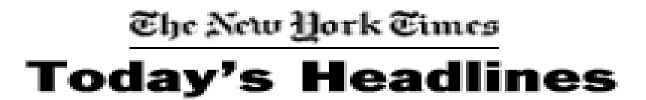
B. Marque el núcleo en las siguientes frases nominales y luego interprételas:

1. premature mortality
2. hospital admissions
3. visists to doctor
4. medication use
5. emergency room visits
6. reduced physical performance
7. impaired pulmonary function
8. The air pollution health effects pyramid
9. a diagrammatic presentation of the relationship between the severity and frequency of health effects
10. the mildest and most common effects at the bottom of the pyramid

TRABAJO PRÁCTICO N° 2

1. Determine fuente textual, tipo de texto y género.
2. Una cada texto con su correspondiente título.
3. Determine el tópico de cada texto.

Tuesday, January 24, 2006
Compiled 2 AM E.T.



A) Ford Eliminating Up to 30,000 Jobs and 14 Factories
B) Indian Artist Enjoys His World Audience
C) Indians Find They Can Go Home Again
D) Korean Cloning Scientist Quits Over Report He Fabricated Investigation
E) The Rebirth of Sri Lanka after the catastrophe
F) Sri Lankan Navy and Rebels Clash, Threatening Cease-Fire
G) Hussein Accuses U.S. Guards of Torture
H) In Address, Bush Says He Ordered Domestic Spying
I) The Business of Voting
J) Iraqi Ministry Denies Captives Were Abused

1) By JOHN F. BURNS
After another day of testimony about torture under his rule, Saddam, the ex President of Iraq, sought to turn the tables on his accusers on Wednesday.
2) By DAVID E. SANGER
President Bush said he would continue the highly-classified program because it was "a vital tool in our war against terrorists."
3) As Diebold, the controversial electronic voting machine manufacturer, enters a new era, it should work to make itself worthy of the important role it now plays in American democracy.
4) By KIRK SEMPLE
The Iraqi Interior Ministry said 625 prisoners discovered last week were not

tortured, despite assertions by U.S. officials.
5) By SOMINI SENGUPTA
Tamil separatists attacked two Sri Lankan Navy ships Thursday, abducting three sailors, the military said.
6) By MICHELINE MAYNARD
It was the latest sign of restructuring in Detroit as foreign competitors have taken more than 40 percent of the U.S. market.
7) By SOMINI SENGUPTA
Tyeb Mehta's career has mirrored the changing fortunes of contemporary Indian art over the last six decades.
8) By CHOE SANG-HUN and NICHOLAS WADE
Dr. Hwang Woo Suk resigned from his university after a panel reported the fabrication of a paper on cloning.
9) By SARITHA RAI
Many Indians who were educated in and worked in the U.S. and Europe are being lured back to India by its surging economy and buoyant technology industry.
10) By JOSHUA KURLANTZICK
A year after the tsunani, luxury-seeking tourists are discovering an Eden-like paradise.

Anticipación y predicción

1. ¿Qué es predecir y anticipar?
2. ¿De qué manera pueden estas estrategias ayudarlo en la lectura de un texto en inglés?

Antes de leer un texto en nuestra propia lengua, recurrimos, aunque de manera inconsciente, a la ANTICIPACION y a la PREDICCION para evaluar si nos resultará provechosa o no su lectura.

Trataremos ahora de desarrollar el hábito de aplicar estas estrategias como etapa previa a la lectura propiamente dicha de un texto.

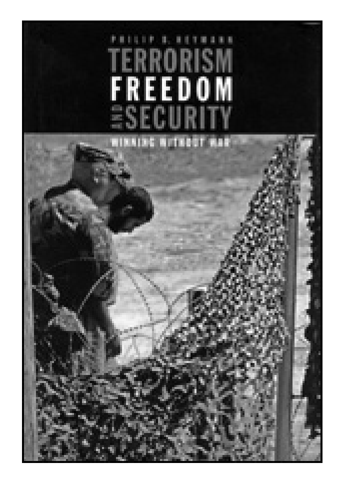
3. Examinando la tapa de un libro se puede anticipar mucha información sobre su contenido. Observe los textos que figuran a continuación. Elija 3 y complete los siguientes cuadros:

Título	
Autor	
Ficción o no ficción	
Tema del Libro	
Otra información	
¿Le gustaría leerlo? Sí/No. ¿Por qué?	

Título	
Autor	
Ficción o no ficción	
Tema del Libro	
Otra información	
¿Le gustaría leerlo? Sí/No. ¿Por qué?	

Título	
Autor	
Ficción o no ficción	
Tema del Libro	
Otra información	
¿Le gustaría leerlo? Sí/No. ¿Por qué?	

TEXTO 5



Terrorism, Freedom, and Security

Winning Without War

Philip B. Heymann

On September 11, 2001, the United States began to consider the terrorist threat in a new light. Terrorism was no longer something that happened in other countries on other continents but became a pressing domestic concern for the US government and American citizens. The nation suddenly faced a protracted struggle.

In *Terrorism, Freedom, and Security*, Philip Heymann continues the discussion

of responses to terrorism that he began in his widely read *Terrorism and America*. He argues that diplomacy, intelligence, and international law should play a larger role than military action in our counterterrorism policy; instead of waging "war" against terrorism, the United States needs a broader range of policies. Heymann believes that many of the policies adopted since September 11 -- including trials before military tribunals, secret detentions, and the subcontracting of interrogation to countries where torture is routine -- are at odds with American political and legal traditions and create disturbing precedents. Americans should not be expected to accept apparently indefinite infringements on civil liberties and the abandonment of such constitutional principles as separation of powers and the rule of law. Heymann believes that the United States can guard against the continuing threat of terrorism while keeping its traditional democratic values in place.

TEXTO 6

▶ HOME ▶ CURRENT ISSUE ▶ BACK ISSUES ▶ HOW TO ADVERTISE
▶ ALUMNI WEBSITE ▶ TALK TO US ▶ SEARCH



M A G A Z I N E

Books and Authors

Joy of Reading: One Family's Fun-Filled Guide to Reading Success, *Debbie Duncan, '76, Rayve Productions, 1998; $14.95 (children's literature).*

Ever wonder what books to buy for your kids or grandkids, nephews or nieces--and how to encourage them to read? Duncan has the answers in this overview of the best in kid lit from picture books to teen fiction. An award-winning children's author (and the wife of Stanford Alumni Association President Bill Stone), Duncan says she became hooked on kids' books when she began the nightly ritual of reading Goodnight Moon to her first child, then just weeks old. In Joy of Reading, she discusses or mentions more than 600 titles and offers chapters on summer reading, library excursions, poetry and, yes, "Books Even Boys Like" (she's the mother of three girls). Duncan ends with "101 Favorite Books," a list she compiled with help from her daughters. The message throughout: Read aloud to your kids--from the time they're born until they're teens.

Ghost of War: The Sinking of the Awa maru and Japanese-American Relations, 1945-1995, *Roger Dingman, '60, Naval Institute Press, 1997; $35 (history).*

On April 1, 1945, four months before the end of war with Japan, the USS Queenfish sank the Japanese merchant ship Awa maru off the coast of China. It was an incident Dingman describes as "the greatest submarine error of World War II." A dense fog, limiting visibility to less than 200 yards, had forced the Queenfish to depend on its radar. The crew was, therefore, unable to visually identify the Awa, which had been given a guarantee of safe passage by the United States to deliver Red Cross supplies to Allied prisoners held by the Japanese. Of the 2,000 Japanese civilians on board, only one survived. Dingman, who teaches history at USC, reconstructs the tragic incident in detail and examines its repercussions on the U.S. crew and on Japanese-American relations.

All We Know of Heaven: A Love Story, Anna Tuttle Villegas, '74, St. Martin's Press, 1997; $19.95 (fiction).

The book's slender dimensions, its subtitle and the gilded flourishes on the dust jacket suggest a light romance. But this first novel tackles a weighty topic. Dolores Meredith and Austin Barclay are fortyish professionals whose lives have reached a turning point when they meet in a small town in Northern California. Barclay has retreated from a Manhattan law firm to teach and indulge his passion for mountaineering. Meredith, who long ago gave up her literary aspirations to become a successful realtor, is ending a seven-year affair with a married man and starting a poetry workshop for underprivileged children. Just as a happy ending seems assured, an HIV-positive blood test changes everything. Villegas uses Emily Dickinson's poetry to set the tone of each chapter, and the two main characters take turns as narrator.

Women in Mathematics: The Addition of Difference, Claudia Henrion, '80, Indiana University Press, 1997; $39.95 (science and gender).

Women receive about half of undergrad math degrees, but they go on to earn only a quarter of PhDs and account for just 5 percent of full-time university math faculty. Those were the numbers that intrigued Henrion as she finished her math PhD in 1985. She set out to write a book that would shatter some of the myths about women in her field. Through essays and profiles of 11 women, she probes the culture of the math world, where top thinkers are supposed to be intellectual cowboys and women are often considered "too normal" to fit in. Henrion chose profile subjects who represent a range of specialties, ages, and racial and ethnic backgrounds. "This book," she writes, "is simply one step toward addressing women's invisibility so that there can be no doubt that women can, and do, do mathematics."

http://www.stanfordalumni.org/news/magazine/talktous/home.html

Técnicas de lectura veloz: "skimming" and "scanning"

Ambas son técnicas de lectura veloz. En el caso de *"skimming"*, leemos para extraer el **sentido global** del texto. Cuando nos referimos a *"scanning",* leemos con el objeto de descubrir **información específica.**

¿Cómo se llevan a cabo ?

"SKIMMING"

- Lea las primeras oraciones o el primer párrafo cuidadosamente.
- Si el texto es largo, lea el 2º párrafo porque a veces el 1º párrafo es meramente una introducción y el 2º contiene más información sobre el tema.
- Luego échele un vistazo al comienzo de cada párrafo.
- Seleccione algunas palabras claves.
- Generalmente la oración tópico se encuentra al comienzo, pero a veces puede estar al final.
- Saltee las partes que no le brinden información esencial.
- Lea el último párrafo con mayor detenimiento. El autor suele incluir la conclusión en esta parte.

TRABAJO PRÁCTICO Nº 3

A. De un vistazo

Conteste sin leer aún el cuerpo principal del texto.

1. Determine la fuente textual.
2. ¿Qué información le brinda el paratexto?
3. Utilizando las tres claves, elabore una predicción acerca del contenido del texto.
4. ¿El proyecto contiene únicamente la información existente en este texto? Sí/ No. Justifique.

B. Lectura rápida: Skimming

5. Indique cuál es la organización textual.
6. Resuelva este ítem poniendo en práctica la técnica "skimming" para extraer el sentido global del texto.
   - Lea el 1º párrafo e indique cuál es el tópico.
   - Seleccione 10 palabras claves en todo el texto.
   - Subraye las oraciones tópico de cada párrafo.
   - Lea el último párrafo e indique el tópico del mismo.

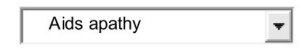
BBC NEWS — Front Page | World | Aids in Africa

Aids kills some 6,000 people each day in Africa - more than wars, famines and floods. Millions of children are orphans, many more live with HIV or Aids. This special report, with correspondents' despatches, key facts, audio, video and interviews, asks why the devastation continues.

Overview
Breaking the silence

Case study: South Africa
A disease out of control

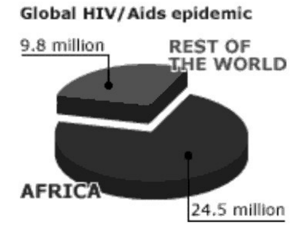
Case study: Uganda & Senegal
Beginnings of hope







Listen to a special hour-long documentary on Aids in Africa from BBC Radio 4 and World Service real 28k



Aids: The facts
What you need to know

The drugs companies
What price health?

Talking Point
Can Aids be defeated?

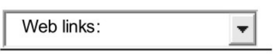


Photo by Gideon Mendel: Aids orphans Joseph and Aaron, Chilonga, northern Zambia.

AIDS EDUCATION PROJECT BOOKLET

This information was published as part of the AIDS project in Africa.

How are the HIV virus and AIDS different from other diseases?

People catch many infections during their lives. Some are caused by bacteria or parasites. These can be cured with antibiotics or by other medicines. Some are caused by viruses. There are many different kinds of viruses which can cause illnesses such as colds, influenza or measles. People know when they have caught these viruses because they quickly feel ill and have symptoms like a sore throat, a fever or a rash. Illnesses caused by a virus cannot be cured by antibiotics or other medicines (although medicines may help to reduce the symptoms) but people usually get better after a few days or weeks because the white blood cells of the immune system in their bodies - which is responsible for fighting diseases - successfully overcomes them. It does this by creating ANTIBODIES to that virus. The person is then unlikely to get exactly the same illness again. We say they are IMMUNE to that disease.

However, many people do not feel ill at all when they are first infected with HIV and they may have no symptoms for a long time. They look and feel well and can be healthy, strong, fat and beautiful. Because of this they may not know that they have the virus, but they could pass it on to someone else.

When a person is infected with HIV the immune system tries to fight off the virus

and does make some antibodies, but these antibodies are not able to defeat HIV. When enough antibodies to HIV have been made (between two weeks and three months after infection) they can be detected by a blood test. If HIV antibodies are found in a person's blood the person is said to be HIV positive. Being HIV positive is not the same as having AIDS.
HIV acts by gradually destroying the immune system of the infected person. After about 5 to 10 years (although much earlier in a minority of cases) the immune system becomes so weak - or 'deficient'- that it cannot fight off infections as it used to. The infected person typically begins to lose weight and become ill with diseases like persistent severe diarrhoea, fever, pneumonia, swollen glands, cough and exhaustion, skin rashes and thrush. Women may suffer from severe vaginal infections. Such a person now has AIDS.
People with AIDS can be helped with medicines for the different infections and support from other people which enable them to continue working and live an active life as long as possible. At the moment though, in spite of much research, there is no cure for HIV infection or for AIDS and so, sadly, it is almost certain that people diagnosed with AIDS will die.

"SCANNING"
Lea la biografía que figura a continuación para completar la siguiente ficha.

Fecha y Lugar de Nacimiento	
Nombre Completo	
Estudios	
Trabajos Publicados	
Otra Información Relevante	

TEXTO 7

Dickens, Charles John Huffam (1812-1870), English novelist and one of the most popular writers in the history of literature. In his enormous body of works, Dickens combined masterly storytelling, humor, pathos, and irony with sharp social criticism and acute observation of people and places, both real and imagined.
Dickens was born February 7, 1812, in Portsmouth and spent most of his childhood in London and Kent, both of which appear frequently in his novels. He started school at the age of nine, but his education was interrupted when his father, an amiable but careless minor civil servant, was imprisoned for debt in 1824. The boy was then forced to support himself by working in a shoe-polish factory. A resulting sense of humiliation and abandonment haunted him for life, and he later described this experience, only slightly altered, in his novel *David Copperfield* (1849-1850). From 1824 to 1826, Dickens again attended school. For the most part, however, he was self-educated. Among his favorite books were those by

such great 18th-century novelists as Henry Fielding and Tobias Smollett, and their influence can be discerned in Dickens's own novels. In 1827 Dickens took a job as a legal clerk. After learning shorthand, he began working as a reporter in the courts and Parliament, perhaps developing the power of precise description that was to make his creative writing so remarkable.

In December 1833 Dickens published the first of a series of original descriptive sketches of daily life in London, using the pseudonym Boz. A London publisher commissioned a volume of similar sketches to accompany illustrations by the celebrated artist George Cruikshank. The success of this work, *Sketches by Boz* (1836), permitted Dickens to marry Catherine Hogarth in 1836 and led to the proposal of a similar publishing venture in collaboration with the popular artist Robert Seymour. When Seymour committed suicide, another artist, H. K. Browne, called Phiz, who subsequently drew the pictures for most of Dickens's later works, took his place. Dickens transformed this particular project from a set of loosely connected vignettes into a comic narrative, *The Pickwick Papers* (1836-1837). The success of this first novel made Dickens famous. At the same time it influenced the publishing industry in Great Britain, being issued in a rather unusual form, that of inexpensive monthly installments; this method of publication quickly became popular among Dickens's contemporaries.

Dickens subsequently maintained his fame with a constant stream of novels. A man of enormous energy and wide talents, he also engaged in many other activities. He edited the weekly periodicals *Household Words* (1850-1859) and *All the Year Round* (1859-1870), composed the travel books *American Notes* (1842) and *Pictures from Italy* (1846), administered charitable organizations, and pressed for many social reforms. In 1842 he lectured in the United States in favor of an international copyright agreement and in opposition to slavery. In 1843 he published *A Christmas Carol,* an ever-popular children's story. Dickens's extraliterary activities also included managing a theatrical company that played before Queen Victoria in 1851 and giving public readings of his own works in England and America. All these successes, however, were shadowed by domestic unhappiness. Incompatibility and Dickens's relations with a young actress, Ellen Ternan, led to his separation from his wife in 1858, after the marriage had produced ten children. He suffered a fatal stroke on June 9, 1870, and was buried in Westminster Abbey five days later.

As Dickens matured artistically, his novels developed from comic tales based on the adventures of a central character, like *The Pickwick Papers* and *Nicholas Nickleby* (1837-1838), to works of great social relevance, psychological insight, and narrative and symbolic complexity. Among his fine works are *Bleak House* (1852-1853), *Little Dorritt* (1855-1857), *Great Expectations* (1860-1861), and *Our Mutual Friend* (1864-1865). Readers of the 19th and early 20th century usually prized Dickens's earlier novels for their humor and pathos. While recognizing the virtues of these books, critics today tend to rank more highly the later works because of their formal coherence and acute perception of the human condition. In addition to those mentioned, Dickens's major writings include *Oliver Twist* (1837-1839), *The Old Curiosity Shop* (1840-1841), *Barnaby Rudge* (1841), *Martin Chuzzlewit* (1843-1844), *Dombey and Son* (1846-1848), *Hard Times* (1854), *A Tale of Two Cities* (1859), and *The Mystery of Edwin Drood* (unfinished, 1870).

Compton's Interactive Encyclopedia

TRABAJO PRÁCTICO Nº 4

Analice las siguientes definiciones extraídas de internet y del diccionario.
Seleccione la palabra definida en cada caso.

a. *n.*[U]...................................., information, skills, attitudes, conceptions, beliefs, values, and other mental components of culture that people socially learn during enculturation.

b. *n.*[U]………………………., the scientific study of the chemical nature of the stars and the natural forces that influence them.

c. *n.* [U]......................................, the study of man-made systems that exhibit behaviors characteristic of natural living systems.

d. *n.* .... (or index of income concentration) is a statistical measure of income equality ranging from 0 to 1. A measure of 1 indicates perfect inequality; i.e., one person has all the income and the rest have none. A measure of 0 indicates perfect equality; i.e. all people having equal shares of income. The Census Bureau used grouped data to compute all Gini ratios appearing in this report. For a more detailed discussion, see Current Population Reports, Series P-60, No. 123.

e. *n.* ………………………. An object or material which insulates, esp. one which doesn't allow electricity to pass through it.

f. *n.* [U].................................... is a popular cinematic genre usually used to depict urban gangsters and corruption. Very popular in the 1940´s the genre employed high-contrast photography when most Hollywood movies were in black and white. Classics include The Maltese Falcon, The Big Sleep, The Godfather series, Chinatown, Blue Velvet and L.A. Confidential.

g. *n.* [U]………………………… the separation of a liquid into its chemical parts by passing electricity through it from an *anode* to a *cathode*.

h. *n.*[C] …………………………(written abbrev. **lb**) a unit of weight equal to 0.454 kilograms

i. *n.*....................................Standard unit for measuring distance within the solar system. One AU is equal to the average distance between the Sun and Earth or about 93 million miles

1. film noir
2. artificial Life
3. gini ratio
4. astrophysics
5. astronomical unit
6. insulator
7. cultural knowledge
8. pound
9. electrolysis

TRABAJO PRÁCTICO Nº 5: INTEGRACIÓN

Antes de leer

A. Observe el paratexto y luego complete el siguiente cuadro.

Fuente textual	
Fecha de publicación	
Género	
Tipo de texto	
Explique qué ilustra la foto	
Tópico del texto	
5 palabras claves para justificar el tópico	
Explique el uso de las comillas	
¿Está completo el texto? Sí/No. Justifique su respuesta.	

B. Utilizando la técnica de lectura veloz, "**scanning**", indique qué información le suministran los siguientes números y nombres propios.

1. 7.9: ______________________________
2. 5.2: ______________________________
3. ten: ______________________________
4. Padang: ______________________________
5. Bengkulu: ______________________________

Después de leer

1. Marque el núcleo de las siguientes frases nominales y luego interprételas.

    a. An earthquake measuring 8.2 on the Richter scale
    b. A worker at Indonesia's health ministry

c. Most of the tsunami alerts
d. collapsed buildings in the area

2. Indique el referente de las palabras que se encuentran recuadradas en el texto.

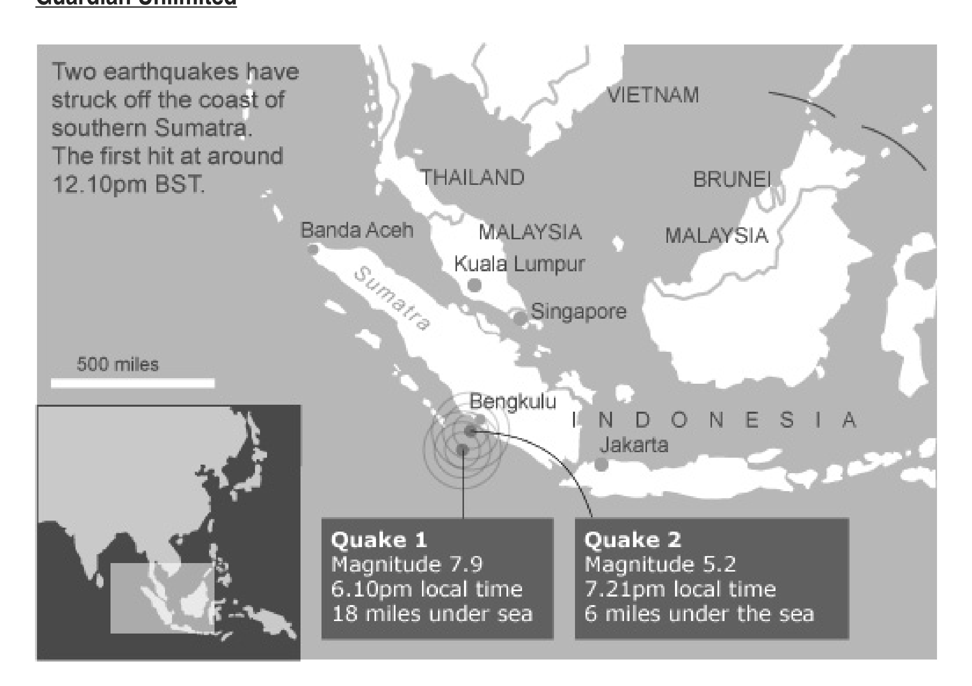
a. We: ______________________________

b. It: ______________________________



Deadly earthquake hits Indonesia

Peter Walker and agencies
Wednesday September 12, 2007
Guardian Unlimited



An earthquake measuring 8.2 on the Richter scale has hit Indonesia, killing at least ten people and injuring dozens more.

The quake, which was centred six miles deep off the Sumatran coast, triggered a three-metre tsunami in the town of Padang and led to tsunami warnings for much of the Indian Ocean region.

A second tsunami warning was issued when an aftershock measuring 6.6 hit the area three hours after the original quake.

Most of the tsunami alerts were later lifted in the area.

A worker at Indonesia's health ministry said at least two people had died, one of whom was hit by falling debris in Bengkulu, the town on Sumatra's west coast closest to the epicentre.

People were reported to be trapped in collapsed buildings in the area. The quake also cut off phone lines and electricity supplies.

Residents of Bengkulu said at least one building had been completely demolished and said the quake had caused panic about a possible tsunami.

"We think our neighbourhood is high enough. God willing, if the water comes, it will not touch us here," said Wati Said, a local woman. "We are all afraid."

The quake was powerful enough to be felt by people in high-rise buildings in Malaysia, Singapore and Thailand.

The December 26 2004 tsunami, which killed more than 220,000 people, was triggered by a 9.0 magnitude quake in the same region. Indonesia was the worst-affected nation.

The Aceh region, on the northern tip of Sumatra island, was especially devastated, with more than 130,000 people killed.

Indonesia, the world's largest archipelago, is prone to seismic upheaval due to its location on the so-called Ring of Fire, an arc of fault lines encircling the Pacific basin.

UNIDAD 2: LA DEFINICIÓN

Una definición es una descripción clara y ajustada de las características más salientes de un objeto, persona, lugar o proceso que por lo general incluye los siguientes aspectos:

1. **Término que se quiere definir.**
2. **Término que designa la clase a la que pertenece el concepto que se quiere definir.**
3. **Sintagma referido a las características específicas que distinguen el concepto que se quiere definir de los otros miembros de la misma clase.**

TERMINO A DEFINIR	TERMINO DE CLASE	SINTAGMA* REFERIDO A CARACTERÍSTICAS
*A **hovercraft***	*is a **vehicle***	*that **can travel across land and water**.*

* Un sintagma es una cadena de palabras. La oración, por ejemplo, es un tipo particular de sintagma.

1. El término a definir puede designar un **objeto** o un **proceso.**
   a) Cuando designa un ***objeto*** el término es un **sustantivo** que puede estar en **singular**, precedido de un **artículo indeterminado** (a/an) o **sin artículo**, o en **plural sin artículo**.

   Por ejemplo:

An *interface is a place or area where different things meet and have an effect on each other*
(Una interfaz es un lugar o área donde ...)
|___**artículo indeterminado**

Osmosis is the gradual passing of liquid through a membrane. (La ósmosis...)
|____ **sin artículo**

Interpolations are additions to a piece of writing. (Las interpolaciones son …)
plural__|

b) Cuando designa un ***proceso***, el término a definir es un verbo que puede estar en infinitivo o gerundio.

Por ejemplo:

To sue is to start legal action against someone in a court of law.
|_____ infinitivo

Cracking is the process by which large molecules are broken down into smaller ones.
|_____ gerundio

2. La relación entre el término a definir y su definición es, en general, el verbo "to be" en el presente genérico.

A catalyst is a substance that accelerates a chemical reaction.

Elements are chemical substances that consist of only one type of atoms.
Pero también podemos encontrar otros verbos o frases verbales tales como:

X	(can) be defined as… means … is known as ... is referred to as … is called …

- *Tropical birds with curved beaks and brightly-coloured feathers* ***are known as*** *parrots.*
- *The term package* ***means*** *any container or wrapping in which any food, drug, device, etc. is enclosed.*
- *Frostbite* ***can be defined as*** *a condition in which your fingers, toes, etc. become seriously damaged as a result of being very cold.*
- *The art movement started in New York in the 1960s consisting of simple forms in an impersonal style* ***is*** *usually* ***referred to as*** *"minimal art".*
- *The person who treats illnesses by massaging people's bodies and bending them in different ways* ***is called*** *osteopath.*

3. La conexión entre el término de clase y el sintagma referido a las características puede ser una **preposición** o un **pronombre relativo**.

A peacock is a large bird of the pheasant family
|______preposición

A comic strip is a series of drawings or cartoons that tell a story.
|_______pronombre relativo

Los pronombres relativos son: ***that, which y who.***
Which puede estar precedido por una preposición. Por ejemplo:

A celiatic disease is a condition in which the small intestine fails to digest and absorb food.

preposición + pronombre relativo

Los pronombres relativos pueden estar elididos. En tales casos, el verbo aparece como **un participio presente o pasado.** Por ejemplo:

A neutron is a particle that has the same mass as a proton but ...

A neutron is a particle having the same mass as a proton but ...
|_____ participio presente

(*El neutron es una partícula que tiene/con la misma masa que ...)*

Comfrey is a herb that is used to make drinks and medicines.

Comfrey is a herb used to make drinks and medicines.
|___participo pasado

4. Una definición puede estar expresada mediante una generalización. En tal caso, se elide el término de clase.

   Por ejemplo:

A catalyst is a substance which accelerates a chemical reaction.
térm. a definir térm. de clase

A catalyst accelerates a chemical reaction. **___ generalización**

Definición	**Generalización**
The software architecture of a program or computing system is the structure or structures of the system, which comprises software elements, the externally visible properties of those elements, and the relationships among them.	*The software architecture of a program or computing system comprises software elements, the externally visible properties of those elements, and the relationships among them.*
Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction.	*Instructional Design uses learning and instructional theory to ensure the quality of instruction.*

TRABAJO PRÁCTICO Nº 4

1. Marque en las siguientes definiciones: *término a definir, clase y características.*

   a. Bywords are words or phrases which are used very often and by a lot of people.
   b. Marshmallow is a soft, sweet, spongy food that is used to make sweets or cakes.
   c. A solicitor is a lawyer advising clients and briefing barristers.
   d. A bonus is an additional payment given to employees as incentive or reward.
   e. An organisation chart is a table or plan showing a company's structure graphically.
   f. Orienteering is a sport in which people run from one place to another, using a compass and a map to guide them between points that are marked along the route.
   g. Hock is a type of dry white wine from Germany.

2. Utilice un renglón de cada columna e incorpore el verbo "be" para armar 6 definiciones

Término a definir	**Término de clase**	**Características**
A galleon	the art	who supplies or repairs the pipes for gas in the home.
A gallery	the production	of cooking and eating good food.
A gallon	a large sailing ship	used for measuring liquid.
Galvanism	a person	used in old times.
A gas fitter	a room, hall or building	of electricity by chemical means.
Gastronomy	a standard unit	where works of art are exhibited.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

3. Transforme las siguientes definiciones en generalizaciones.

a) A goblin is a small ugly creature in fairy stories, which usually enjoys causing trouble or harm.
b) A liquidator is a person who is responsible for settling the affairs of a company that is being liquidated.
c) A cistern is a container with a pipe leading in and out, used for storing water.
d) A certificate of origin is a document that shows where goods come from.
e) An executive officer is the person who manages the affairs of a corporation.

Mecanismos de cohesión: La referencia

Un texto no es meramente una suma de oraciones. Para que un texto sea considerado tal, debe contar con dos componentes esenciales, **cohesión** y **coherencia**.

La **coherencia** se relaciona con la organización correcta de la información referida a un determinado tópico. La **cohesión** es el fenómeno que une las diferentes partes del texto para que conformen un todo, estableciendo relaciones de tipo léxico y gramatical. Uno de los mecanismos de **cohesión** a nivel gramatical está dada por la **referencia**.

Podemos encontrar los siguientes tipos de referencia en inglés:

- **Referencia personal**: representada por los pronombres personales y posesivos y por los adjetivos posesivos.
- **Referencia demostrativa**: que incluye a los términos “this, these, that, those”, el artículo “the” y vocablos tales como “such a”.
- **Referencia comparativa**: expresada por verbos y adjetivos comparativos.

Referencia Personal

Un texto sería extraño e irritante si estuviese compuesto únicamente por sustantivos y careciese de pronombres. Los pronombres son palabras que reemplazan un sustantivo o frase nominal y le permiten al escritor o al hablante evitar la repetición constante de palabras. Utilizamos pronombres para referirnos a términos que por lo general ya han sido mencionados y a veces a otros que se mencionarán con posterioridad.

Considere el siguiente ejemplo extraído de la biografía de Dickens.:

*Dickens subsequently maintained **his** fame with a constant stream of novels. A man of enormous energy and wide talents, **he** also engaged in many other activities. **He** edited the weekly periodicals Household Words (1850-1859).*

Los pronombres en negritas se refieren todos al sustantivo propio “Dickens” ya mencionado con anterioridad.

Note ahora el uso del artículo “the” para referirse a algo ya mencionado

***An** old woman stepped into the room**. The** woman was wearing shabby clothes and had no shoes.*

Pronombres subjetivos	**Pronombres objetivos**	**Pronombres posesivos**	**Adjetivos posesivos**	**Pronombres reflexivos**
I	ME	MINE	MY	MYSELF
YOU	YOU	YOURS	YOUR	YOURSELF
HE	HIM	HIS	HIS	HIMSELF
SHE	HER	HERS	HER	HERSELF
IT	IT	ITS	ITS	ITSELF
WE	US	OURS	OUR	OURSELVES
YOU	YOU	YOURS	YOUR	YOURSELVES
THEY	THEM	THEIRS	THEIR	THEMSELVES

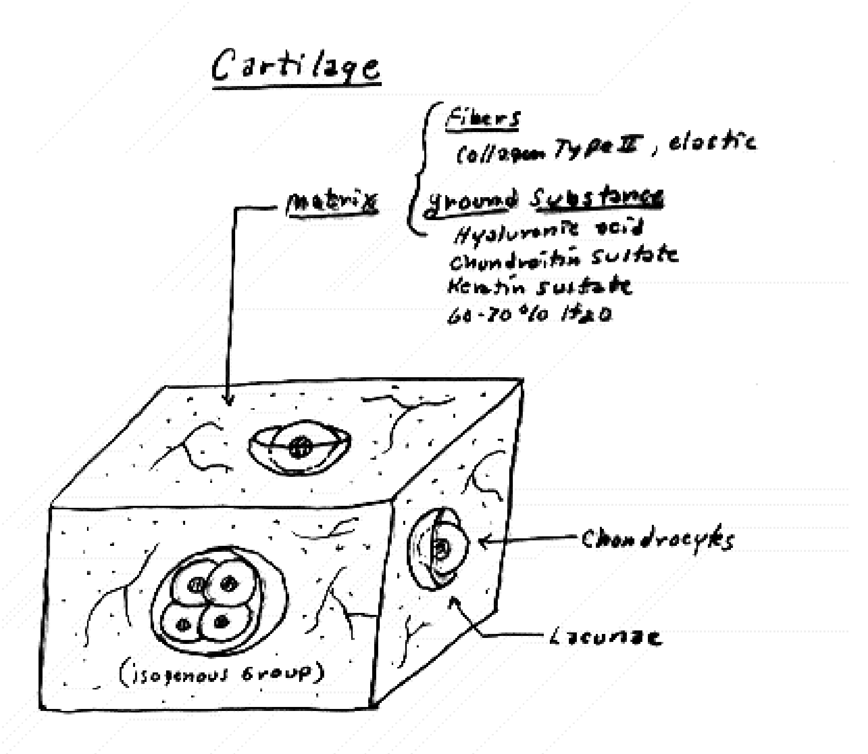
Definiciones expandidas

En cada entrada de diccionario es habitual encontrar la estructura base de la definición que hemos estado analizando (término a definir + término de clase + características) pero también la definición se caracteriza por su **expansión descriptiva**, es decir podemos encontrar que las definiciones están ampliadas por **descripciones, clasificaciones, generalizaciones y/o ejemplos.**

La siguiente es una definición más completa o expandida del término “cartilage”, ubique dentro de la misma:

a. la definición propiamente dicha (término a definir + término de clase + características),
b. una clasificación,
c. descripción de estructura, ubicación y propiedades.

cartilage *n.*, a dense connective tissue composed of a matrix produced by cells called *chondroblasts*, which become embedded in the matrix of *chondrocytes.* It is a semi-opaque gray or white substance, consisting chiefly of chondroitin sulfate, that is capable of withstanding considerable pressure.
There are three types: *hyaline cartilage*, *elastic cartilage, and fibrocartilage* (see illustration). In the fetus and infant cartilage occurs in many parts of the body, but most of this cartilage disappears during development. In the adult, hyaline cartilage is found in the costal cartilages, larynxs, trachea, bronchi, nose, and at the joints of movable bones. Elastic cartilage occurs in the external ear, and fibrocartilage in the intervertebral disks and tendons.



Properties:

1. Avascular
2. permeable (conducts nutrients and H_2O)
3. flexible but weight bearing (resistance to compression)
4. Elastic (elastic cartilage) - resiliency
5. Resistance to shear forces - fibrocartilage
6. Slippery - Low friction at articular joints

TRABAJO PRÁCTICO N° 7

1. Decida en cada caso qué se define.
2. Determine qué tipo de definición es cada una.
3. Indique en cada texto el referente de las palabras recuadradas.

A)

Art Terms and Definitions

Armature
A structure used beneath something else for support. For example, a sculptor might create a clay sculpture with a wood or wire armature beneath it as support. Think about the frame of a house being constructed before all of the brick or siding is built on top.

Impressionism
Impressionism is referred to as the most important art movement of the 19th century. The term impressionism came from a painting by Claude Monet. His painting was titled Impression Sunrise. Impressionism is about capturing fast fleeting moments with color, light, and surface.

Line
A line is an identifiable path of a point moving in space. It can vary in width, direction and length.

Horizontal lines run parallel such as ===

Vertical lines run up and down such as |||||

Diagonal lines are slanting lines such as \\\\\

Angled lines are a combination of diagonal lines such as /\/\/\/\/ ><<>

Curved lines are curly and express movement such as ~~~~~

B)

stringer

A writer or photographer who is not a full-time employee, but who is paid by the job. The term comes from the days when a writer would get paid by the column inch and would measure his or her contribution by holding a string along the story to measure its length, knot it, measure the next column or story, and so on, reporting the final length for pay.

C)

Cable Modem

a device that allows a computer to connect to a cable television system and connect to a computer network - cable modems work at speeds approaching Ethernet connections - probable wide-spread future way to connect to the Internet.

D)

Electronic Business

Electronic business is a useful general term for:

the conduct of business with the assistance of telecommunications and telecommunications-based tools

It comprises many overlapping segments, which are identified in the following sections.

Electronic Commerce

Electronic commerce is usefully defined as:

the conduct of commerce in goods and services, with the assistance of telecommunications and telecommunications-based tools

Some people use the term `electronic trading' to mean much the same thing. Others use 'electronic procurement', 'electronic purchasing' or 'electronic marketing'.
Note, however, that 'EC' is often used in a much broader sense, to mean essentially the same as 'electronic business', as defined above. Examples of EB that are not EC include registration and licensing processes, student enrolment, and court administration.
Note that EC comprises many segments, some of which have their own names. For example:

- 'electronic catalogues' refers to means whereby sellers can communicate their offerings to potential buyers;
- 'electronic data interchange (EDI)' refers to a particular family of standards for expressing the structured data that represent EC transactions; and
- 'electronic auctions' for a particular set of mechanisms for setting prices.

I use two basic models of the electronic commerce process, which I call 'deliberative purchasing' and 'spontaneous purchasing'. These are described in a later section.
Roger Clarke

E)

Pidgin:

A pidgin is a new language which develops in situations where speakers of different languages need to communicate but don't share a common language. The vocabulary of a pidgin comes mainly from one particular language (called the "lexifier"). An early "pre-pidgin" is quite restricted in use and variable in structure. But the later "stable pidgin" develops its own grammatical rules which are quite different from those of the lexifier. Once a stable pidgin has emerged, it is generally learned as a second language and used for communication among people who speak different languages. Examples are Nigerian Pidgin and Bislama (spoken in Vanuatu).

This site is sponsored by the School of Languages, Cultures and Linguistics
at the University of New England (Australia)

and the Association for Supervision and Curriculum Development

F)

Avian Influenza (Bird Flu)

Avian influenza in birds

Avian influenza is an infection caused by avian (bird) influenza (flu) viruses. These influenza viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them. However, avian influenza is very contagious among birds and can make some domesticated birds, including chickens, ducks, and turkeys, very sick and kill them.

Infected birds shed influenza virus in their saliva, nasal secretions, and feces. Susceptible birds become infected when they have contact with contaminated secretions or excretions or with surfaces that are contaminated with secretions or excretions from infected birds. Domesticated birds may become infected with avian influenza virus through direct contact with infected waterfowl or other infected poultry, or through contact with surfaces (such as dirt or cages) or materials (such as water or feed) that have been contaminated with the virus.

FirstGov -- The U.S. Government's Official Web Portal

Department of Health and Human Services

G)

Cybernetics is a science concerned with the study of systems of any nature which are capable of receiving, storing, and processing information so as to use it for control”

A.N. Kolmogorov

H)

Algorithm

By David Bolton, About.com

An algorithm is a description of a procedure which terminates with a result. Simple algorithms can be implemented within a function for instance, the factorial of a number x is x multipled by x-1 multipled by x-2 and so on until it is multiplied by 1. The glossary entry for recursion has code that illustrates this example.
More complex algorithms might require several functions or even a class to implement them.

I)

Columbia Encyclopedia: blog,
short for web log, an online, regularly updated journal or newsletter that is readily accessible to the general public by virtue of being posted on a website. Blogs typically report and comment on topics of interest to the author, and are usually written and posted using software specifically designed to facilitate blogging; they include hyperlinks to other website and, often, photos, video clips, and the like. The most recent entry by the blogger is posted at the beginning of the blog, with earlier entries following in reverse chronological order; comments and other responses to the blog by readers are often posted after each entry.
Although some bloggers have (or have achieved) prominence and expertise that makes them as influential in politics and other areas as established journalists, reviewers, and critics (some of which maintain blogs themselves), many bloggers reach relatively few readers and discuss matters of largely personal interest. Blogs are also used by politicians, businesses, and others to keep voters, customers, and the like informed on matters of common interest; they can function as a significant alternative to television, newspapers, and other mainstream media, especially in nations where the media are controlled or censored by the government. Bloggers have at times broken important news stories or marshalled public opinion on a matter of public interest.
Online journals first appeared in the early 1990s. The development in the late 1990s of software that made updating an online journal easier and the subsequent rise of websites that specialized in hosting blogs spurred the rapid growth of blogging in the first years of the 21st cent., and by the mid-2000s there were millions of blogs on the Internet.

http://www.answers.com/topic/blog

J)



European Organization for Nuclear Research

CERN - European Organization for Nuclear Research - The Large Hadron Collider



The Large Hadron Collider

Our understanding of the Universe is about to change...

The Large Hadron Collider (LHC) is a gigantic scientific instrument near Geneva, where it spans the border between Switzerland and France about 100 m underground. It is a particle accelerator used by physicists to study the smallest known particles – the fundamental building blocks of all things. It will revolutionise our understanding, from the minuscule world deep within atoms to the vastness of the Universe.

Two beams of subatomic particles called 'hadrons' – either protons or lead ions – will travel in opposite directions inside the circular accelerator, gaining energy with every lap. Physicists will use the LHC to recreate the conditions just after the Big Bang, by colliding the two beams head-on at very high energy. Teams of physicists from around the world will analyse the particles created in the collisions using special detectors in a number of experiments dedicated to the LHC.

There are many theories as to what will result from these collisions, but what's for sure is that a brave new world of physics will emerge from the new accelerator, as knowledge in particle physics goes on to describe the workings of the Universe. For decades, the Standard Model of particle physics has served physicists well as a means of understanding the fundamental laws of Nature, but it does not tell the whole story. Only experimental data using the higher energies reached by the LHC can push knowledge forward, challenging those who seek confirmation of established knowledge, and those who dare to dream beyond the paradigm.

TEXTO 8

Antes de leer

1. Lea el título y todos los subtítulos del texto que se encuentra a continuación y luego complete:

   El texto que voy a leer se trata de ____________________, el mismo indica cuales son sus ____________________ y menciona posibles _______________ así como también responde la pregunta sobre si _________________________ ____________________________________.

2. Hágale un círculo alrededor de las cinco palabras que aparecen en el cuadro de abajo que considere “claves” con respecto al tópico del texto.

exist	stomach	bleeds
esophagus	known	through
causes	mucuous	small
pain	which	include

Mientras lee
Lea la sección “*Symptoms*” y resuelva los siguientes ejercicios:

1. El autor utiliza un tipo de letra diferente llamada “italics” porque ____________ ____

2. Los síntomas de esta enfermedad son: _________________________________ ____

Ahora lea “*Natural remedies*” y luego conteste:

3. John I. Isenberg es ____ ____

4. Se mencionan siete puntos a manera de _____________________________ ____ ____ y estos son: ______________, ___________, ___________, ___________, _____________, _____________, ____________.

5. La información en toda esta sección aparece entre comillas "..." porque _____

____

____

6. Se utiliza una tipografía diferente en el punto 4 porque ____________________

____

Después de leer

1. Localice en el texto una definición. Subráyela, identifique los distintos componentes de la misma y luego interprétela.
2. Indique a qué o a quien/es se refieren las palabras subrayadas:

   a. it ________________________________
   b. it ________________________________
   c. he ________________________________
   d. them ________________________________
   e. I ________________________________

3. Subraye en las frases que se encuentran a continuación cuál es el sustantivo núcleo y luego interprételas.

   a. peptic ulcer formation
   b. ulcer patients
   c. frequent small meals
   d. a normal, three-meals-a-day schedule

ULCERS

Symptoms

An ulcer is a painful hole in the lining of the stomach, which goes through the mucous membrane or top layer of the stomach lining, through the next thin layer of muscle, called the muscularis mucosa, and into the fibrous lining known as sub-mucosa. The basic ulcers include: *duodenal ulcers*, which exist in the form of a broken mucous membrane and possibly a sore, which bleeds and causes some danger of perforating the intestinal wall; *gastric ulcers*, which affect the stomach; *peptic ulcers*, which occur in the lower end of the esophagus, in the stomach, usually along the lesser curvature of the duodenum, in the first part of the small intestines connecting with the lower opening of the stomach and extending to the remainder of the small intestine. Symptoms include discomfort and pain.

Natural Remedies

Let's separate fact from fiction about ulcer care. John I. Isenberg, M. D., Professor of Medicine at the University of California, San Diego points out, "Thinking in terms of what you *can* do, rather than what you *cannot* do, may enhance the ability to cope with flare-ups." The guidelines consist of seven basic do's and don't:

1. *Smoking*. "I urge you to stop smoking. There is much evidence it is associated with peptic ulcer formation. There is slower healing, and smokers have more complications and are more likely to require surgical treatment than non-smokers", says Dr Isenberg.
2. *Aspirin*. "It damages the lining of the stomach and can cause ulcers. Eliminate all self-medication with products containing aspirin. Enteric-coated aspirin causes less damage from direct irritation, but after absorption may still have harmful systemic effects."
3. *Non-steroidal Anti-inflammatory Drugs*. "Used to treat arthritis, it may also damage the lining of the stomach, cause erosions and ulcers and may worsen ulcer disease. In this event, your physician can usually change medication schedules or reduce individual doses to overcome the problem. Products containing acetaminophen have not been found to be harmful to patients with peptic ulcer."
4. *Sodium Bicarbonate*. "It is a potent neutralizer of acid. If used repetitively, it delivers an overload of sodium. Your body then retains water, may increase blood pressure, or exacerbate heart disease. **DANGER:** Sodium bicarbonate with milk, as used by many who have chronic stomach pain can cause the milk-alkali syndrome. This has a serious array of symptoms including raising blood-calcium, causing calcium-containing kidney stones, and kidney failure. The repetitive use of baking soda is dangerous for peptic ulcer."
5. *Alcohol*. "Chronic use of alcohol can cause gastritis that can mimic ulcer symptoms."
6. *Food.* Dr. Isenberg emphasizes. "Ulcers patients should learn to challenge myths about foods." He gives these tips:
   - Meat is not ulcerogenic. Vegetarians have the same incidence of peptic ulcer disease as non-vegetarians.
   - Spicy foods do not cause or aggravate ulcers. Mexican-Americans, who consume great quantities of red - hot peppers, for example, are no more prone to peptic ulcer disease than any other ethnic or cultural group.
   - Milk is not a substitute for medical treatment. While milk does temporarily relieve the pain of peptic ulcers by neutralizing acid, it is a potent stimulant of acid production and therefore, perpetuates the need for further neutralizing.
   - Many ulcer patients claim one food or another exacerbates their pain. To them I would say
     Avoid anything that causes you distress, so long as you remain

on a balanced diet. I might add, however, that avoiding particular foods will not in itself enhance ulcer healing.

– Maintain a normal, three-meals-a-day schedule. Frequent small meals continuously stimulate the stomach to produce acid and pepsin (enzyme found in gastric juice, believed to contribute to peptic ulcer formation). Having a snack at bedtime may even cause sleep-disturbing pain.

7 *Stress*. "There is no convincing evidence that stress causes ulcers. Quantitation of stress is difficult and causes of stress varies from person to person. Avoiding fear or anxiety provoking stress whenever possible, is a good thing for ulcer patients. But the same is surely true for everybody else as well. I know of absolutely no reason to tell Ulcer patients to avoid excitement or exhilarating stress. Stress for one person may be tranquility for others.

Is there an "Ulcer Personality"? "No such stereotyped personality seems to exist", notes Seymour M. Sabesin, M.D., Professor of Medicine, University of Tennessee Center of Health Sciences, in Memphis. The ailment "occurs in those who seem easygoing just as frequently as in the tense, hard-driving person. The high-powered executive in a competitive business situation is no more prone to developing ulcers than someone in a less competitive situation."

Carlson Wade, The Home Encyclopedia & Symptoms, Ailments and their Natural Remedies.

Técnicas para una mejor interpretación

Para hacer una buena interpretación de un texto, es importante y necesario ser capaz de determinar la función de las palabras desconocidas considerando su forma y posición dentro de la oración. Esto nos ayudará a hacer un mejor uso del diccionario, y podremos acceder con mayor rapidez y precisión al significado de dichas palabras.

Si tomamos por ejemplo la palabra "flat" y la buscamos en el diccionario, notaremos que tiene varios significados, como adjetivo, sustantivo, adverbio, etc.

Veamos ahora el uso de esta palabra dentro de una oración:

*Put the machine on a **flat** surface.*

Si prestamos atención a la posición de la palabra "flat" notaremos que está precediendo a un sustantivo, esto nos indica que estamos en presencia de un adjetivo. Razón por la cual consultaremos la entrada del diccionario correspondiente a esta categoría gramatical, la de adjetivo, descartando de este modo las otras acepciones.

La interpretación de la oración sería:

*Ponga la máquina sobre una superficie **plana**.*

Analicemos ahora el uso de "flat" en la siguiente oración:

*He's building a block of **flats**.*

Si tomamos en cuenta su forma, veremos que termina en "s", lo cual indica que está en plural. Aclaremos que en inglés los adjetivos nunca aparecen en plural, puesto que carecen de número y también de género.

Si tomamos en cuenta su posición, notaremos que está después de una preposición. Todo nos hace pensar que estamos ante un sustantivo. Pues ya sabemos entonces dónde debemos ir a averiguar su significado.

La interpretación de la segunda oración sería entonces:

*El está construyendo un edificio de **departamentos**.*

¿Qué hubiese ocurrido si hubiésemos acudido al mismo lugar del diccionario que en el caso anterior? ¿Cuál hubiese sido la traducción?

Trate ahora de interpretar la siguiente oración sin necesidad de leer todos los significados de la palabra "flat" ni de "adaptar" los significados conocidos. Recuerde que tiene que prestar atención a la morfología de la palabra y a su ubicación dentro de la oración.

*She has **flatly** refused the invitation.*

Consideremos ahora el uso de algunas terminaciones o partículas, llamadas **sufijos** que se agregan a la raíz de las palabras. Los sufijos se corresponden con determinadas funciones gramaticales; cabe recordar que existen ocho, a saber: sustantivo, adjetivo, verbo, adverbio, pronombre, artículo, conjunción y preposición. A las cuatro primeras las denominaremos "conceptuales", pues son aquellas que expresan conceptos y que transmiten significado. A las cuatro restantes las llamaremos "estructurales", ya que transmiten poco significado pero aportan estructura a la oración.

Nos concentraremos en las palabras conceptuales, analizaremos algunos sufijos clasificándolos de acuerdo con su función gramatical.

Sufijo corresp. a sustantivo	Ejemplo	Palabra base
-ment	refresh**ment**	refresh
-ness	serious**ness**	serious
-ion	express**ion**	express
-tion	mo**tion**	move
-ation	form**ation**	form
-sion	conclu**sion**	conclude
-ty	hones**ty**	honest

Sufijo corresp. a adjetivo	Ejemplo	Palabra base
-able	remark**able**	remark
-al	practic**al**	practice
-ic	dyslex**ic**	dyslexia
-ive	acti**ve**	action
-ous	humor**ous**	humor
-y	wind**y**	wind
-ful	hope**ful**	hope
-less	hope**less**	hope
Sufijo corresp. a verbo	**Ejemplo**	**Palabra base**
-ise	real**ise**	reality
-ize	dramat**ize**	drama
-ate	formul**ate**	formula
-en	weak**en**	weak
Sufijo corresp. a adverbio	**Ejemplo**	**Palabra base**
-ly	quick**ly**	quick

Existen también otras partículas o grupos de letras que se anteponen a la raíz de las palabras conceptuales, denominadas **prefijos**, que usualmente cambian el significado de dichas palabras. Veamos algunos ejemplos:

Prefijo	Ejemplo	Significado	Comentario
dis-	**dis**ability	ausencia de / opuesto a	
mis-	**mis**calculate	erróneamente / mal	
over-	**over**populated	demasiado /por encima de	
re-	**re**write	nuevamente	
under-	**under**weight	muy poco / por debajo de	
un-	**un**employment	ausencia de / opuesto a	
im-	**im**possible	ausencia de / opuesto a	Antes de “p” y “m”
il-	**il**literate	ausencia de / opuesto a	Antes de “l”
in-	**in**formal	ausencia de / opuesto a	

Otra forma de determinar la función de las palabras es considerando que flexión se le ha agregado a la misma.

Flexión	Palabra base	Ejemplo	Indica
“s”	computer	computer**s**	Número: plural
“es”	glass	glass**es**	Número: plural
“er”	small	small**er**	Grado: comparativo
“est”	small	small**est**	Grado: superlativo
“s”	work	work**s**	Tiempo verbal: presente (3°p. Sing)

"es"	finish	finish**es**	Tiempo verbal: presente (3°p. Sing)
"ed"	open	open**ed**	Tiempo verbal: pasado
"ed"	paint	paint**ed**	Aspecto perfectivo: participio pasado
"ing"	study	study**ing**	Aspecto progresivo: participio presente

Uso del diccionario

Los elementos que encontramos en cada entrada de diccionario son los siguientes: El **término a definir** en "negritas", a continuación la **transcripción fonética**, si poseemos un buen diccionario encontraremos los símbolos correspondientes al alfabeto fonético internacional, luego la abreviatura que indica a qué **categoría gramatical** corresponde la palabra a definir: sust, adj, verb, adv., art., pron., conj., prep. a continuación la **definición** y si hubiesen varias **acepciones** cada una de ellas aparecerá encabezada por un número (1, 2, 3,etc) y separada de la anterior por una barra (/).

Indique cuál es el significado de las palabras subrayadas en las siguientes oraciones. Emplee el diccionario luego de haber utilizado las pautas morfológicas y sintácticas mencionadas anteriormente.

1. Try to recall anything that comes to your mind.
2. Please mind your own business.
3. There are many kinds of musical styles in Latin America.
4. That's very kind of you.
5. I can't find my keys. Have you seen them?
6. This is a key element in the treatment of the problem.
7. That is a 49-key-typewriter.
8. Read the title and the lead paragraph.
9. Martin is the person who leads the whole team.
10. This petrol has no lead. It's unleaded.

Haciendo uso del diccionario complete el cuadro, haga una cruz en los espacios que deben quedar en blanco.

Sustantivo	Verbo	Adjetivo	Adjetivo opuesto	Adverbio
student				
	manage			
		developed		
			unhappy	
				successfully
	employ			
		loyal		
courage				
		capable		
				verbally

TEXTO 9

Antes de leer

1. Lea el título del artículo.
2. Subraye las palabras transparentes.
3. Haga una lista de las palabras conceptuales conocidas y repetidas.
4. Formule ahora una predicción con respecto al tópico del texto seleccionando 5 palabras que usted considere "claves".

Mientras lee

1. Localice las definiciones que aparecen en el texto.
2. ¿Por qué hay algunas palabras resaltadas en negritas?

Después de leer

1. Marque el núcleo y los modificadores en las siguientes frases nominales y luego interprételas.

   a. the new and old systems of air traffic control ________________________

   ____

   b. the part of the sky that is outside controlled airspace _________________

   ____

   c. some smaller regional airlines ____________________________________

   ____

   d. another critical part of air traffic control ____________________________

   ____

2. Indique qué función cumplen en cada palabra los morfemas (letras) destacados en negritas. Luego, interprételas.

Término en inglés	Función	Interpretación
controlled		
controllers		
separation		
smaller		
regional		
efficiently		

3. Lea sobre los verbos modales (páginas 64 y 65) y luego indique qué significado expresan dentro de este contexto particular los distintos verbos modales subrayados.

The basics of air traffic control

Air traffic control can be defined as the supervision of airborne and taxiing aircraft by ground-based personnel. The task of air traffic controllers is to ensure that aircraft complete their flights safely and efficiently. With the changeover from the old to the new system, this task does not change. Nor does the fundamental principle of separation – keeping aircraft separated in space and time.

In both the new and old systems of air traffic control, airspace is divided into controlled and uncontrolled airspace. **Controlled airspace** is that part of the sky where traffic density is so high that strict control of aircraft movements is required – this is the part that most concerns air traffic controllers.

Uncontrolled airspace is the part of the sky that is outside controlled airspace. This is where most light aircraft and some smaller regional airlines operate – although these aircraft may use controlled airspace during take-off and landing. Collision avoidance in uncontrolled airspace relies largely on the wits of the pilot and on agreed ways of separating traffic, such as by flying at different altitudes depending on the direction of flight. Recent trials of new procedures for this airspace have been the subject of some controversy.

Another critical part of air traffic control is what happens on the ground. This is the domain of ground traffic controllers, who direct aircraft as they taxi about the airport. Large aircraft may look graceful in the sky but on the ground they are awkward and unwieldy, and they must be directed carefully to avoid collisions. Ground controllers also issue airways clearances and coordinate departures with the tower and other controllers.

Los verbos modales

Las palabras que aparecen subrayadas en el texto son **verbos modales.** Los modales se diferencian de los demás verbos porque no toman ninguna flexión, es decir no sufren ninguna modificación, no se les agrega “s” a la tercera persona del singular en el presente, tampoco se les incorpora “ed” o “ing”. Van siempre acompañados de un verbo principal y se asemejan a los verbos auxiliares porque se les agrega “not” para formar el negativo. Cada uno de estos verbos expresan una cantidad de significados o modalidades de acuerdo al contexto en el que aparezcan.

CAN para expresar habilidad, posibilidad, permiso y pedido		
I can play the piano.	Sé tocar el piano.	Habilidad
I can come at 8:00.	Puedo venir a las 8.	Posibilidad
Can I go to the toilet?	¿Puedo ir al baño?	Permiso
Can you take me to the party?	¿Me podés llevar a la fiesta?	Pedido
MAY para expresar posibilidad, permiso y pedido.		
You **may** mail batteries directly to the recycling contractor.	*Usted puede enviar las pilas directamente al contratista a cargo del reciclado.*	Posibilidad
You **may** smoke in this room.	*Usted puede fumar en esta sala.*	Permiso*
May I borrow your dictionary?	*¿Puedo tomar prestado tu diccionario?*	Permiso
MUST para expresar certeza o deducción, prohibición, obligación y recomendación.		
Jim **must** be at home. He took the bus an hour ago.	*Jim debe estar en casa. Tomó el colectivo hace una hora.*	Certeza, deducción
Motor oil **mustn´t** be dumped in storm drains.	*El aceite de auto no debe ser* tirado en las bocas de tormenta.	Prohibición*
You **must** study more.	*Debés estudiar más.*	Obligación*
You **must** get some rest.	*Debés descansar.*	Recomendación* (should)
MIGHT para expresar posibilidad y condicional (situación irreal).		
There **might** be a cure for AIDS within the next five years.	*Podría haber una cura para el sida dentro de los próximos cinco años***.**	Posibilidad
If I had money I **might** give a big party.	*Si tuviera dinero organizaría/ daría una gran fiesta.*	Condicional *(situación irreal)*
SHOULD para expresar recomendación, obligación y probabilidad.		
Sunscreens **should** be applied to clean dry skin.	*Las pantallas solares deberían/ deben aplicarse sobre la piel seca y limpia.*	Recomendación
I **should** be at work at 8:30.	*Debería estar en el trabajo a las 8:30.*	Obligación
My students **should** be at home now.	*Mis alumnos deberían estar en su casa ahora*.	Probabilidad
WILL para expresar acción futura, certeza o alto grado de posibilidad y acciones características.		
It will rain tomorrow	*Va a llover/lloverá mañana.*	Certeza/ alto grado de posibilidad

Oil will float on water	*El aceite flota en el agua*	Hábitos o acciones características (3ª persona)
Tomorrow will be Monday.	*Mañana será/es lunes.*	Noción de futuro (no hay intención del hablante)
WOULD para expresar condicional, futuro en el pasado, repetición en el pasado.		
If I were you, I **would** call him.	*Si estuviera en tu lugar, lo llamaría.*	Condicional
He said he **would** come	*Dijo que vendría.*	Futuro en el pasado (en lenguaje indirecto)
When I was young I **would** always go to the mountains.	*Cuando era niña siempre iba a las montañas.*	Repetición o hábito en el pasado

*(En todos estos ejemplos el que está hablando es el que posee la autoridad en la situación).

UNIDAD 3: LAS INSTRUCCIONES

TEXTOS 10 Y 11

Echele un vistazo a los siguientes textos y determine en cada caso:

a. el tipo de texto:
b. el género,
c. el tópico y
d. el/los destinatarios



WE ARE ALL HOUSEKEEPERS

Plant a tree... use recycled paper... don´t waste fuel ... save water... keep your engine well-adjusted... walk... don´t smoke... don´t wear fur... use biodegradable products. In this way we´ll keep our house in order.

B)

SUGGESTIONS FOR SAFETY

Before using this unit be sure to read applicable items of the operating instructions and these safety suggestions carefully; and afterwards keep them handy for future reference. Take special care to follow the warnings indicated on the unit itself as well as the operating instructions.

1 . Avoid places where there is water or humidity.
Do not use this unit near a bathtub, washbasin, swimming pool, or the like. Damp basements should also be avoided.
2. Don´t allow water or any foreign object to get inside this unit.
Don´t place small metal objects or anything containing liquid on or near the unit.
3. Avoid placement of the the unit where it will be exposed to the direct rays of the sun, or where ventilation is inadequate.
Don´t place this unit in a bookcase or between cabinets, or where curtains or furniture may obstruct the ventilation holes.
4. Place this unit away from heat-emitting appliances.
Never place this unit near a radiator, heat register, stove, or any other heat-emitting equipment. (Including Amplifiers).
5. Placement
Place the unit on a stable, vibration-free level shelf or stand.
6. Check the voltage rating of this unit before connecting the unit to a power supply.
Be sure to connect the unit only to the type of power supply indicated in the operating instructions, or as indicated on the unit itself.
7. Care of the power cord and plug.
Take care that the cord is not bent sharply (especially near its connection to the unit or near the plug), that nothing is placed on it, and that it is not pinched or crushed. Never take hold of the plug or cord if your hand is wet, and always be sure to grasp the plug body when connecting or disconnecting it.
8. If the unit will not be used for a long period of time:
Be sure to disconnect the power cord.
9. Maintenance
Refer to operating instructions for details.
10. Never attempt repairs yourself:
(a) If the power cord or plug is damaged.
(b) If a foreign object or liquid falls into the unit.
(c) If the unit is exposed to rain.
(d) If the unit does not function normally, or if operation shows an unusual change.
(e) If the unit has been dropped and the cabinet or chassis are damaged... etc.

Las instrucciones

Un grupo de instrucciones incluye una lista de acciones.
Por ejemplo:

Operating instructions for an Automatic Telephone Answering Machine.

- Open the panel
- Insert the Outgoing Message Tape
- Do not start to talk before hearing 2 beeps

a. Las instrucciones a veces especifican por qué las acciones son necesarias: **EL PROPÓSITO**

- When the answer indicator is off, push power on to turn on the unit.
- To record from the beginning of the tape, push “Rewind.”
- Push “Rewind” in order to record from the beginning of the tape.

b. Las instrucciones también pueden especificar cómo realizar las distintas acciones: **EL MÉTODO**

- Skip previously heard messages by pushing button nº 4.

Las instrucciones por lo tanto especifican qué acciones son necesarias para lograr un determinado resultado. Estas relaciones incluyen el método y el propósito.

TRABAJO PRACTICO Nº 7

Antes de leer

1. Busque en el diccionario el significado de la palabra “Troubleshooting”.
2. Lea la introducción e indique qué se recomienda en ella.
3. El mal funcionamiento de una compactera puede deberse a ______________

   ____.

Mencione posibles causas y diferentes formas de solucionarlas.

4. Lea el texto para determinar si alguno de los problemas que usted mencionó aparecen en el cuadro.

Mientras lee

Ahora complete el cuadro ubicando las oraciones que figuran a continuación en el casillero correspondiente.

- The cassette door cannot be opened.
- Put the CD in with the label side up.
- The CD is dirty or scratched.
- Plug in the AC power plug.
- Clean or replace the CD.

TROUBLESHOOTING

- If you are having a problem with your System, check this list for a possible solution before calling your service.
- If you cannot solve the problem from the hints given here, or the Unit has been physically damaged, call a qualified person, such as your dealer, for the service.

Symptom	Possible Cause	Action
No sound is heard.	Connections are incorrect or loose.	Check all connections and make corrections. (See pages 4-6)
Unable to record.	Cassette record protect tabs are removed.	Cover holes on back edge of cassette with tape.
Poor radio reception.	. The antenna is disconnected. . The AM Loop Antenna is too close to the Unit. . The FM Wire Antenna is not properly extended and positioned.	. Reconnect the antenna securely. . Change the position and direction of the AM Loop Antenna. . Extend FM Wire Antenna to the best reception position.
The CD skips.	………………………	……………………
Unable to operate the Remote Control.	. The path between the Remote Control and the sensor on the Unit is blocked. . The batteries have lost their charge.	. Remove the obstruction. . Replace the batteries.
The CD tray cannot be opened.	The main AC power cord is not plugged in.	....
The CD does not play.	The CD is upside down.	....
Operations are disabled.	The built-in microprocessor has malfunctioned due to external electrical interference.	Unplug the Unit then plug it back in.
....	During tape playing, the power cord was unplugged.	Plug in the power cord , press the 0/I button, and then press the play button.

TEXTO 12

Antes de leer

1. Observe el título, subtítulos y las figuras del texto que va a leer y determine cuál es el tópico del mismo.
2. Determine el tipo de texto y posibles destinatarios.
3. De acuerdo a su conocimiento ¿qué materiales pueden reciclarse y cuáles no?
4. Deténgase en la introducción y luego conteste:

Las letras A, B y C se refieren a ____

Las instrucciones indican ____

Mientras lee

1. Trabajo grupal

La clase se divide en 5 grupos, cada uno de ellos lee sobre el reciclado de dos materiales y luego sintetiza el contenido de esa sección completando dos renglones del cuadro. Luego los distintos grupos comparten la información obtenida con el propósito obtener los datos que faltan para completar todo el cuadro.

Material	**Apto**	**No apto**	**Comentarios**

2. Lea las últimas dos secciones y luego conteste:
   a. ¿La información que aparece en los envases o envoltorios indicando si el material es reciclado puede ser falsa?
   b. ¿Cómo se puede certificar la veracidad de la misma?
   c. ¿Qué otras medidas se pueden tomar con respecto al reciclado?

Después de leer
Vuelva a concentrarse en las secciones que leyó y luego complete:

1. Subraye todas las instrucciones que encontró, interprételas.
2. Clasifique todos los verbos modales que encuentre de acuerdo a la función que cumplen en este contexto.
3. Familias de palabras: Busque 2 ejemplos que contengan prefijos o sufijos derivados de la misma palabra base.

sustantivo	**verbo**	**adjetivo**	**adverbio**
recyclying	recycle	recycled	

Commonly Recycled Materials



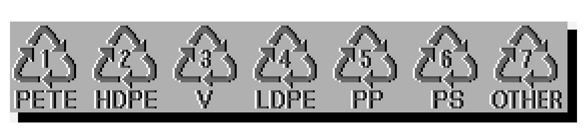
Batteries, Plastic, Paper, Glass, Aluminum, Steel, Motor Oil, Toxics, Refrigerators, Computer Printers, False Claims, Recycling Tips

This guide attempts to cover everything an informed consumer should know about commonly recycled materials, in plain no-nonsense terms. A secondary purpose is to increase awareness of how materials should be marked for easy recycling. Special attention is given to materials that are poorly understood or hard to recycle, like motor oil and rechargeable batteries. Also see our World's Shortest Comprehensive Recycling Guide.

Each entry describes a commonly recycled material, important facts about the material, and the proper recycling markings. Specific product features are listed with one of three codes, A, B or C:

- **A - Not yet mainstream.**
- **B - Growing practice.**
- **C - Common industry practice.**

Click on one of the symbols when you see it below for more information.



Plastic

With a little bit of care much plastic can be recycled, and collection of plastics for recycling is increasing rapidly. Plastic recycling faces one huge problem: plastic types must not be mixed for recycling, yet it is impossible to tell one type from another by sight or touch. Even a small amount of the wrong type of plastic can ruin the melt. The plastic industry has responded to this problem by developing a series of cryptic markers, commonly seen on the bottom of plastic containers. These markers *do not mean the plastic can be recycled*, these makers *do not mean the container uses recycled plastic*. Despite the confusing use of the chasing arrow symbol, these markers only identify the plastic type.
Virtually everything made of plastic should be marked with a code. Not all types can actually be recycled. Types 1 and 2 are widely accepted in container form, and type 4 is sometimes accepted in bag form. Code 7 is for mixed or layered plastic with *virtually no recycling potential*. You should place in your bin *only* those types of plastic listed by your local recycling agency! Due to fluxuating market conditions, some colors or shapes may be useless to the recycling agency.

Plastic Containers (milk, soap, juice, fresh pasta, water, etc.)

All plastic containers you purchase should be marked with a large and clear recycling code (C). This code must be molded into the plastic and located on the bottom surface of the container. Ideally the entire container should be made of the same plastic to avoid confusion, but often the caps are of a different type. Caps should be separately marked, but few are (B). Note that most caps are NOT of the same type as the bottle they sit on.

Grocery sacks, produce bags, and other packaging

Plastic grocery and produce sacks are commonly, but not always, made from plastic types 2 or 4. These bags are often collected at grocery stores. While virtually all plastic containers are marked, many bags do not show recycling codes (B).

Plastic bags are nearly useless as a recycled material. They're collected only to make consumers feel good. We recommend that people don't bother to collect them.

Other Plastic Items

Any product made of a single plastic type should be marked -- after all the product may one day break or be replaced. This includes toys, plastic hangars, trash cans, shelves, baskets, rain ponchos, and many other products (B). Many products, such as compact discs, video tapes, and computer discs, are made from mixed materials which can't be recycled unless first disassembled.

Glass, Steel, Aluminum Cans and Foil

Glass, steel (or "tin") and aluminum are easy to recognize and recycle. For clarity, a recycling symbol should be present, but most people have little trouble sorting these materials. Glass bottles must not be mixed with other types of glass such as windows, light bulbs, mirrors, glass tableware, Pyrex or auto glass. Ceramics contaminate glass and are difficult to sort out. Clear glass is the most valuable. Mixed color glass is near worthless, and broken glass is hard to sort.

There have been marketing experiments with plastic and steel cans that look exactly like aluminum cans. Recycling plants have been damaged by these fakes. The distinctive shape of an aluminum beverage can must be reserved for aluminum beverage cans only (C).

It is no longer necessary to remove labels for recycling. To save water, clean only enough to prevent odors. Unlike with plastics, the high temperature of glass and metal processing deals easily with contamination.

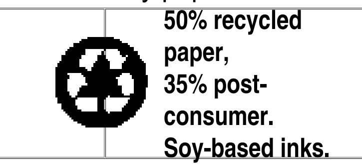
Scrap aluminum is accepted in many places. Other metals are rarely accepted.

Aseptic Packaging (Drink boxes, soy-milk containers)

The square boxes used for liquids are called "Aseptics", the most common brand of which is "Tetra Pak". Aseptics are made from complex layers of plastic, metal and paper. The aseptic industry has spent millions in public education on the issue of aseptic recycling, including distribution of classroom guides and posters like "Drink Boxes are as Good on the Outside as They are on the Inside" and "A Day in the Life of a Drink Box". The actual recycling process, unfortunately, is very expensive and awkward, and is therefore only available in a very few places. Coca-Cola maintains a list of aseptic recyclers, call **1-800-888-6488** for information. Because of the difficulties, only an insignificant fraction of aseptic packages are currently recycled.

Paper

Most types of paper can be recycled. Newspapers have been recycled profitably for decades, and recycling of other paper is growing. Virgin paper pulp prices have soared in recent years prompting construction of more plants capable of using waste paper. They key to recycling is collecting large quantities of clean, well-sorted, uncontaminated and dry paper.



The Rechargeable Battery Recycling Corporation (RBRC) is an industry funded group promoting battery recycling. Manufacturers pay a fee to use the above logo and support the costs of the eventual collection of the batteries they sell. The RBRC provides free postage paid collection boxes and support materials to retailers (A):

- **For the location of the nearest drop-off location call** 1-800-8BATTERY**.**

- **Radio Shack and several other chains have placed collection boxes in stores. Click here for a list.**
- **You may also mail batteries directly to the recycling contractor. Note! -- the contractor has received a large number of batteries of the wrong types. Please send ONLY spent rechargeable NiCad batteries. Place the batteries in a Zip-Lock type plastic bag, place in a padded envelope, and mail third class, fourth class, or UPS ground to: *RBRC, C/O INMETCO, 245 Portersville Road, Ellwood City, PA 16117*.**

Motor Oil

Used motor oil contains heavy metals and other toxic substances, and is considered hazardous waste. Each year do-it-yourself oil changers improperly dump *more* oil than the tanker Exxon Valdez spilled into Alaska's Prince William Sound. One quart of oil can kill fish in thousands of gallons of water. Motor oil containers should mention the danger of used oil to humans and the environment (C).

*Motor oil must never be dumped in storm drains; storm drains flow *untreated* into rivers, lakes or oceans. Your quart of oil *does* make a difference - don't dump it.*

Recycling used motor oil is easy. Typically you used oil into a plastic milk jug and clearly mark it "used motor oil". The following should help you find a location to take the oil. Please drop off oil during regular business hours only:

- **Call your local garbage, recycling or toxics agency for a referral.**
- **In California - Call** 1-800-CLEAN-UP **for locations.**
- **Many quick-lube shops take oil (the industry association encourages it):**
  - **Jiffy Lube - (Contact any Jiffy Lube Station nationwide).**
  - **Valvoline Instant Oil Change Centers - (Contact any Valvoline Station)(Valvoline's First Recovery Service, however, was sold to Safety Klean).**
- **Many auto stores take oil, including Grand Auto, R&S Strauss, Pep-Boys and Wal-Mart. Some states have laws requiring any business that sells oil to take used oil back from consumers.**

Antifreeze contaminates motor oil - do not mix the two. If your car has blown a gasket and you are draining the oil, mark it clearly as potentially contaminated and treat it as non-recyclable household waste (see below). Never mix anything with used motor oil. Never place used oil in a container that has contained other chemicals.

Computer Printers

Most printer cartridges are easily recycled, refilled or re-built. But printer vendors sell the printer cheap, and make their real money selling supplies. They don't want you be environmental.

The “right” environmental solution is to sell new cartridges with a postage paid mailer for returning the old one. Some forward-thinking companies, such as Hewlett-Packard, have been known to do this, especially for laser printers (A). Sometimes you can find free envelopes for donating cartridges to a refiller, but don’t bother with refill kits. They may save money, but they are messy, and you use as much plastic as a new cartridge.

To make a difference, buy recycled paper for your printer (because of the fine grain, it can look better than regular sliced trees). Grab piles of “blank on one side” paper from work, and use the other side. And always buy recycled. See The Yahoo! Recycled Printer Supplies Listing.

Encourge your company to buy a printer with duplexing (two sided printing), and to hire a company to take away waste paper regularly. **WARNING:** You may have a recycle bin at your company. Stay a little late one night and ask the cleaning people where it goes. You may be in for a shock.

Compost

It may seem strange to see the word compost on a recycling page, but compost is just recycled plant matter. Food and yard scraps placed in a special bin are converted into valuable garden soil in a matter of weeks. Compost bins are available at garden stores & nurseries. Composting can easily reduce by half the volume of material a household sends to a landfill. If you don’t care about accelerating the processing, just keep adding material at the top. Just try to keep a balance of dry “brown” materials and fresh “green” material. For more technical information, try visiting the RotWeb

Household toxics

Individuals tend to be very sloppy when it comes to handling toxic materials in the home. Individuals often handle toxic chemicals in ways businesses would be fined for. The heaviest application of agricultural chemicals in the USA comes not from agribusiness, but rather from home gardeners. Indoor air pollution from household products is often found to exceed allowable federal outdoor quality rules.

Items such as poisons, paints, oil, solvents, automotive fluids, cleaners, herbicides and many others must not be dumped into the regular garbage. Water seeps through landfills and toxics end up in the water table. In areas that burn garbage, your toxics may end up in the air you breathe. The best thing to do is use what you buy, buy only what you need.

If you have accumulated toxics, check with your garbage company or local recycling agency -- almost al l areas have **household toxics drop-off days** or locations.

*Chemicals must must never be dumped in storm drains; such drains typically flow *untreated* into rivers, lakes or oceans.*



False claims

How can one be sure that stated environmental claims are actually true? Manufacturers have been known to make misleading, trivial, irrelevant and false statements on packaging. Statements like “recycled” or “earth friendly” are so vague as to have no practical meaning. The more specific a claim, the easier it is verify.

Several prominent independent certification laboratories exist to verify environmental claims. Only products meeting the standards of the organization may display the logos shown here. For more information click on the logos. For the federal government perspective, try the FTC Environmental Guidelines.

Other things you can do

- **Favor products with a high recycled content, even if they cost a little more.**
- **Reduce the volume of packaging you buy, reuse what you can, and recycle the rest.**
- **Tell the clerk “I don’t need a bag”.**
- **Use your own reusable canvas bag or backpack at the store.**
- **Buy quality products and keep them for a lifetime.**

From the Consumer Recycling Guide, http://www.obviously.com/recycle/. Contents Copyright 1996-2002 Obviously Enterprises. *Keywords: consumer recycling guide, curbside recycling guide, household recycling, environmental activism.*

World’s Shortest Comprehensive Recycling Guide

Motor oil (*never* dump into storm drains) and Tires.	**Call your garbage company, local quick-lube, tire shop or call** 1-800-MOTOROIL**. Old oil and old tires are serious problems.**
Automotive batteries, sealed lead/gel-cell batteries	**Keep lead out of the environment; take to an automotive or security dealer for recycling or trade in.**

Rechargeable batteries **(cordless phone, camcorder, shaver, portable appliance, computer, etc.)**	**Call** 1-800-8BATTERY **for information. Throw alkaline and heavy duty batteries in trash unless prohibited (See** California Universal Waste Note**.** Nickel-Cadmium **rechargeable batteries contain toxins, please recycle.**
Laser/Ink printer cartridges	**Send to one of the many** recyclers or refillers**.**
Household toxics **(paints, oils, solvents, pesticides, cleaners)**	**Call your garbage company for advice.** ***Do not*** **dump into storm drains.**
Computers**,** eyeglasses**,** household goods	**Donate to charity. Give to a repair shop.**
This is world's shortest comprehensive USA/Canada recycling guide. Contains generalizations; local procedures may differ. From the Consumer Recycling Guide**, "www.obviously.COM/recycle/". ©1997-2006 Evergreen Industries. Remember: Unless you buy recycled products, you are not recycling.**	

TRABAJO PRÁCTICO Nº 8

Antes de leer

1. Observe el paratexto y luego complete el siguiente cuadro. Busque la palabra "*handbook*" en el diccionario.

Fuente textual	
Tipo de texto	
Género	
Determine los posibles destinatarios	
¿Está completo el texto? Sí/ No. Justifique su respuesta.	

2. Según el índice, ¿qué información se le brinda a los alumnos de la Universidad de Delaware en el texto?
3. Concéntrese en la sección **Telephone Service** y utilizando la técnica de lectura veloz, "**scanning**", indique qué información le suministran los siguientes índices tipográficos.

    1. 9: ____

2. ELI: ____

3. 4 to 6: ____

4. el uso de otra tipografía (negrita y cursiva): __________________

5. Verizon: ____

6. Happy Harry´s Drug Store: _____________________________

7. 15: ____

Mientras lee
Lea el texto cuidadosamente y luego conteste las siguientes preguntas.

1. ¿Los alumnos pueden realizar llamadas desde su habitación? Explique.
2. Describa el procedimiento para realizar llamadas de larga distancia.
3. Explique, según el lugar donde se alojan los alumnos, el grado de posibilidad que hay de que consigan acceso al servicio telefónico.

Después de leer

1. Localice en el texto las oraciones donde se encuentran las siguientes frases nominales marque el núcleo y luego interprételas.
   a. Student Problem Resolution Form
   b. Students who live on campus
   c. Prepaid calling cards
   d. the different types of service available
   e. an installation or new service connection fee

2. Indique el referente de las palabras que se encuentran recuadradas en el texto.

   a. they: ____

   b. their: ____

   c. you: ____

3. Localice al menos 3 instrucciones donde se especifique el propósito de las mismas. Subráyelas en el texto y luego interprételas.
4. Identifique en la sección "Off-Campus" una recomendación que se le da a los alumnos.

STUDENT ELI HANDBOOK

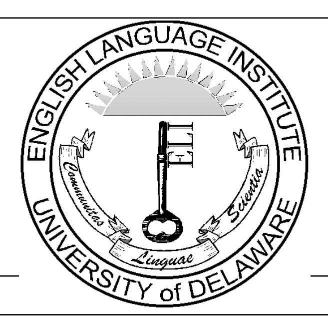




Table Of Contents

TELEPHONE SERVICE

On-Campus:
Students who live on campus have free local telephone service in their residence hall room, but they must provide their own telephone.

Placing a local call:
1. To call outside the University, dial 9 first.
2. To call another student room, dial only the last four digits of their phone number.
3. To call a University office, dial 5 and the last four digits of the number.

Placing a long distance call:
Students cannot dial direct long distance from their room phones. To make a long distance call you must do one of the following:

1. Sign up with the University Student Telephone Services (located in the Student Service Center, where the ID Office is),

OR

2. Make arrangements with a long distance company for a telephone calling card. Prepaid calling cards are available from many offcampus stores and markets. Check with other ELI students for the cards with the best rates.

Using dormitory voice mail:

Activating your voice mail:

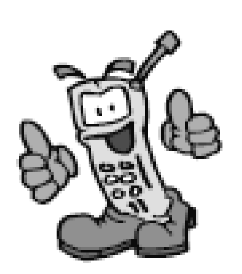
- Dial 4000 from your room phone
- Press the pound (#) key to set up your mailbox
- Choose a passcode (a 4 to 6 digit secret number)
- Record your name and personal greeting (in English, please)
- [If you have a roommate, your mailbox may already be set.]

Listening to your messages:

- ☎ Dial 4000 from your room phone
- ☎ Enter your passcode
- ☎ Press 1 to hear your messages
- ☎ After listening to your messages, press 2 to save or 3 to delete
- ☎ Press * to end your voice mail call.

Off-Campus:

If you live off-campus in an apartment, you will probably have to arrange telephone service. If you live in a homestay, you might have to arrange phone service. The telephone company is:



Verizon
901 Tatnall Street
Wilmington, DE 19801
1-800-942-5000

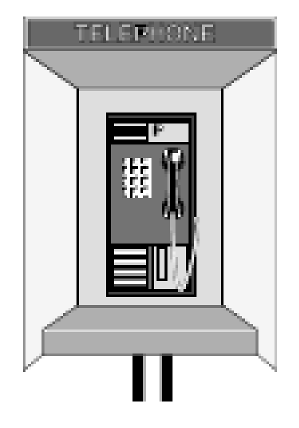
Verizon´s hours are 8:00 am to 6:00 pm Monday through Friday.

You will need to provide your own telephone equipment. You can buy a telephone directly from Verizon or at many different stores in Newark: National 5 & 10, Happy Harry's Drug Store, Eckerd's Drug Store, & K-Mart.

To arrange telephone service you must call Verizon at 1-800-942-5000.

Prepare to be on the phone for approximately 15 minutes. It takes approximately 5 business days to get telephone service.





The representative will explain the different types of service available along with their monthly cost. There is an installation or new service connection fee. Some service packages will include the installation fee.

Students who live off campus should see the ELI's orientation coordinator if they need assistance with arranging phone service.

TEXTO 13

Antes de leer

Brainstorming

Si concurre a la biblioteca con el fin de investigar sobre un tema determinado y tiene la opción de varios libros, ¿cómo decide con cuál o cuáles de ellos quedarse? ¿Cómo aborda la lectura de un libro de texto? ¿Qué elementos conformarían el paratexto de un libro?

Mientras lee

1. Échele una mirada al texto y luego complete los espacios en blanco en español.

El texto que voy a leer cuyo título es ______________________________ pertenece a un programa sobre ______________________________ fue publicado por ___________________________________ en ____________ y está compuesto por una serie de ______________________________ que apuntan a _______________________________________.
Los posibles destinatarios de este texto serían _________________________ ____.

2. Lea el texto y establezca cuáles son las coincidencias y las diferencias entre su manera de abordar la lectura de un libro y la técnica planteada en este texto.

Después de leer

Lea el texto en detalle nuevamente, interprete las preguntas y luego divídalas en preguntas del tipo “Yes/ No” y preguntas con palabra interrogativa o “Wh-”: Luego, clasifique las palabras interrogativas (What? Where?, etc.) de acuerdo a la noción correspondiente: tiempo, lugar, etc.

Palabra interrogativa	Noción
How many	Cantidad

Learning Skills Program

Reading Books

1. Does the book have information on the inside cover?
2. Does the book have a Glossary?
3. Does the book have a Table of Contents?
4. Does the book have Appendices?
5. If yes, name them
6. Does the book have an Author Index?
7. Does the book have a Subject Index?
8. Does the book have a Preface?
9. How many chapters are in the book?
10. Where are the references located in the book?
11. Does the book have special Introductory and Summary chapters?
12. Who is the author, and what are his/her credentials?
13. What is the location of publication?
14. When was the book published?
15. Why did the author write this book? What is the author’s purpose?
16. What are the focus and perspective of the entire book?
17. What chapter aids does the author provide?
18. How are the chapters organized (headings, sub-headings, italicized words and/or words in heavy print, etc.)?

El orden de las palabras en la oración

Podemos clasificar las oraciones en inglés en los siguientes tipos:

1. Oraciones Declarativas (Statements)

La mayoría de las oraciones afirmativas y negativas en inglés siguen este orden básico:

Sujeto + Verbo + Objeto (Adverbios de modo + lugar + tiempo)

Albert Einstein developed the theory of Relativity.
Penicillin doesn't cure all diseases.
The president will give a speech tomorrow morning.

2. Preguntas (Questions)

(Palabra interrogativa) + Auxiliar + Sujeto + Verbo ....?

Did the meeting start on time?
How much does the unit cost?
Where is this product manufactured?
How many units have they sold?

3. Oraciones imperativas (Commands)

-> Verbo en infinitivo **-> Do not (Don't) + verbo en infinitivo**

Turn on the machine.
Come here, please.
Don't make such a noise!

4. Exclamaciones (Exclamations)

What +artículo+ sustantivo .... **How+adjective ……..**

What a wonderful story this is!
How fascinating life can be!

TEXTO 14

Antes de leer

¿Utiliza una técnica o procedimiento diferente cuando lee una sección de un libro o un artículo o sigue los mismos pasos que mencionó en la guía anterior? Explique.

Échele una mirada al siguiente texto, concéntrese en el título y la tipografía especial y luego complete los espacios en blanco en español.

El texto trata sobre ____ y explica cómo llevar a cabo ese proceso siguiendo ______________________ ____________________.

Los números se refieran a ____ _ y hay una oración escrita en imprenta mayúsculas porque ________________ ____.

Mientras lee

Lea el texto completo y haga una síntesis de la técnica descripta.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

Después de leer

1. Indique qué recursos lingüísticos utiliza el autor para sugerir o recomendar diferentes estrategias. Transcriba dos ejemplos.
2. Determine la referencia de las palabras recuadradas en el texto.
3. Indique la función de los conectores recuadrados en el texto y luego explique su uso particular en este contexto. Para realizar este punto es conveniente leer sobre conectores primero (páginas 88-90).
4. Localice una instrucción que contenga el propósito de la misma. Luego transcríbala e interprétela.

Learning Skills Program

How To Read University Texts or Journal Articles

Choose a section preferably not longer than 25 or 30 pages – perhaps one chapter, or a section of a chapter – that you can handle at one sitting.

Step 1. Read the title, the introduction, and the conclusion (5 minutes).

Step 2. Read the title, the introduction again, all sub-headings, and the conclusion, again. (5-10 minutes).

Step 3. Read the title, the introduction one more time, sub-headings, the Topic Sentence of each paragraph – usually the first or second sentence, (you may read the last sentence as well, if you have time), any italicized or boldfaced words, lists (you can skim these), and the conclusion (10 minutes).

(Force yourself to do steps 1 to 3 in less than 25 minutes.)

Step 4. Close your textbook.

Step 5. Make a Mind-Map of all you can remember in the chapter. Do not stop until at least half an hour is up, even if you feel that you can't possibly remember any more--more will surface if you give yourself the time. DO NOT REFER TO THE TEXT WHILE YOU ARE DOING THIS. If you come to a dead end, try alternative memory techniques to the ones you have been using: associating ideas, either from within the section itself or from other related material; visualizing pages, pictures, graphs etc.; recalling personal associations that may have come to mind; staring out the window and blanking out your thoughts; and so on. This is strenuous, but it is rewarding. It will show you exactly how much you have learned of what you have read. Give yourself a lot of time to do this, and you will probably be surprised at how much you actually can recall, and at how you can use all sorts of different strategies for remembering. You should also be noting down questions about things you have forgotten, so you can look them up.

When you are finished, you should try to figure out how all the material you have remembered fits together – not necessarily as it is presented in the book, but as it is organized in your own thinking. Note down your opinions of it, questions about it, disagreements with it, and so on.

Step 6. Check through the text and fill in any important information that you missed. Use a different colour of ink or some other way to mark this material that you forgot, so you can study it later. At this point, you may wish to read through the entire chapter as you normally would, to make sure you did not miss anything. Then do another Map, from memory, to check whether you have learned the new material.

http://www.coun.uvic.ca/learn/program/hndouts/http://www.coun.uvic.ca/index.htmlhttp://www.coun.uvic.ca/index.html

Conexión lógica de oraciones

Las relaciones lógicas entre oraciones o cláusulas pueden expresarse a través del uso de conectores. La función de los mismos es conectar y mostrar la relación que existe entre las oraciones o las partes de las mismas.

Los ejemplos que figuran a continuación ilustran las relaciones lógicas básicas.

1. Video produces relatively unprocessed data.
   A D I C I O N
   In addition, it makes flexible use of time dimension.

2. First, save your finished work.
   S E C U E N C I A
   Then, close the file.

3. The Silentwriter 660I is compatible with the PCL 5e printer language,
   C O N S E C U E N C I A
   So it works with all popular software programs.

4. From 1824 to 1826, Dickens again attended school.
   C O N T R A S T E
   For the most part, however, he was self-educated.

Lista de los conectores más comunes

Enumeradores	**Traducción**
In the first place	
In the second place	
Last(ly)	
Next	
One reason is... the other reason is	
Second(ly)	
Then	
Third(ly)	
To begin with	
To conclude	
To start with	
Alternativa	
Either...or	
Or	
Adición	

Also	
And	
As well as	
Equally	
Furthermore	
In addition	
Likewise	
Moreover	
Similarly	
Too	
Contraste	
Although	
Anyhow (informal)	
Anyway (informal)	
Besides	
But	
Although	
By comparison	
By contrast	
Despite	
Even if/though	
However	
In any case	
In spite of	
Instead	
Nevertheless	
On the contrary	
On the one hand- On the other hand	
Still	
Though	
Whereas	
While	
Yet	
Consecuencia	
Consequently	
So	
As a result	
Thus	
Therefore	
For that reason	
Then	
So that	
In that case	

That is why	
Owing to this	
Accordingly	
Temporales	
Afterwards	
Already	
As	
At present	
At this point	
Before that	
Earlier	
Following	
Former(ly)	
Immediately	
Later	
Later	
Meantime	
Next	
Now	
Preceding	
Present(ly)	
Previous(ly)	
Simultaneous(ly)	
Until now	
Yet	
Causa	
For	
Because	
For that reason	
Now that	
Seeing that	
Since	
As	
Because of	
Due to	
Condición	
If	
Unless	
On condition that	
In case (that)	
Provided (that)	
As if	
Though	

As long as	
Whether... or not	
But for	
So long as	
Propósito	
That	
In order that	
So that	
In order to	
So as to	
With the object of	
In case	

TRABAJO PRÁCTICO Nº 9

Antes de leer

1. A partir de la lectura de títulos y observación del paratexto e índices tipográficos determine cuál es el tópico del texto que va a leer.
2. Explique qué intenta graficar la figura.
3. ¿A qué se debe que algunas palabras estén subrayadas?

Mientras lee

1. Ubique dentro del texto:
   a. Una definición, transcríbala, marque los componentes e interprétela.
   b. Una clasificación y transcríbala.
   c. Una instrucción y transcríbala.
   d. Palabras que aparecen resaltadas en negritas e indique el por qué.
   e. La información que aparece destacada con viñetas ¿ qué función cumple?

2. Complete las siguientes oraciones en castellano con información extraída del texto.
   a. Los índices mayores de cáncer de piel corresponden a ______________
   ____
   b. Para detectar la radiación magnética es necesaria la utilización de ____
   ____

c. La mayoría de los diferentes tipos de cáncer de piel ________________
____

d. La radiación ultravioleta afecta a _______________________________
____

e. Un mutágeno puede ____
____

f. Las siglas PABA y SPF significan ______________________________
y se mencionan porque ______________________________________
____

Después de leer

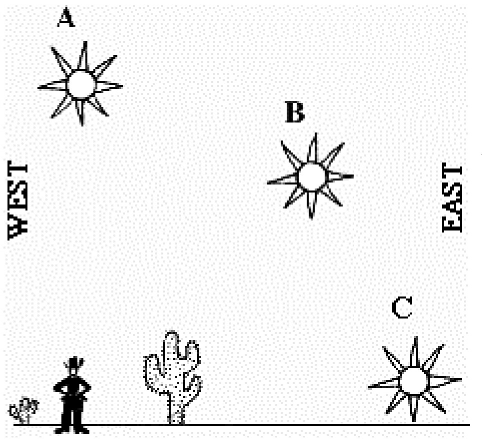
1. Explique el uso y la función de los siguientes conectores *as well as* y *Even though* que se encuentran recuadrados en el texto.
2. Indique a qué se refieren las palabras que están marcadas con un recuadro.
   a. This: __________________________________
   b. It: ____________________________________
   c. They: __________________________________

Glosario

Skin: piel
Sun: sol
Eyes: ojos
Nose: naríz
Burn: quemar
Heat: calor
Light. Luz
Ages: s. edad, época; v. envejecer
Blind: adj. Ciego; v. dejar ciego, enceguecer

Sun and skin – a dangerous combination

Countries with sunny climate and predominantly pale-skinned population have the world's highest rate of skin cancer. But with early detection, most skin cancers can now be cured.



Absorption of ultraviolet radiation by the atmosphere

Some of the ultraviolet radiation from the sun is absorbed by the Earth's atmosphere. Because of this, the time of day, the season

and the altitude may all affect the amount of ultraviolet radiation our skin receives

What is in sunlight?

The sun is an immense nuclear reactor. As well as producing heat and light, it also emits other types of electromagnetic radiation. We cannot detect much of this radiation without special instruments. This can be a problem, because sometimes the 'hidden' components of sunlight can damage living things.

Fortunately, the Earth's atmosphere filters out much of the more dangerous solar radiation. But some gets through – mainly in the ultraviolet (UV) band.

The ultraviolet radiation in sunlight causes skin cancer

Ultraviolet radiation doesn't get very far into our bodies. It mainly affects our skin and eyes. Even though we can't feel it – just as we can't feel an X-ray – it can damage us.

The most serious effect of sunlight on skin is the generation of cancer. There are three main types of skin cancer, classified according to the type of skin cell affected: basal cells, squamous cells and melanocytes. All three occur in the epidermis – the upper layer of the skin. The majority of skin cancers are not lethal.

Cancer is often brought about by exposure to a mutagen, which can change (or mutate) the genes. Ultraviolet radiation is a well-known mutagen. It promotes a chemical change in the DNA, which may manifest itself as an error or misprint in the information encoded in a gene.

A mutation can take many years to show up as a symptom. Most skin cancers are found in people over 40 years old, but the actual damage that caused the

cancer occurred when these people were children. In the intervening decades, the altered DNA has remained, and the misprint in the gene has been copied into more and more cells.

Sunlight also causes other damage

Sunlight doesn't just cause cancer. It can also cause painful sunburn, which usually shows up the day after exposure. Sunlight also ages skin. Sun-weathered skin becomes leathery and loses its softness and lustre. Other blemishes, such as moles and solar keratoses, can also form.

The eyes are also affected by radiation from the sun. Minor damage will show up in the formation of a pterygium, which can be removed. Far more serious are cataracts, which can cause blindness.

Protecting skin from the sun: *Sunblocks and sunscreens*

When there is no way of avoiding the sun – through shade or suitable clothing – the final resort is to apply protection to the skin.

Sunblocks physically prevent sunlight from reaching the skin, mainly by reflecting it. They are usually a cream containing a metal such as zinc oxide or titanium dioxide. They are rarely used for whole body protection, being kept for regions of high exposure such as the nose.

Sunscreens are chemicals that absorb ultraviolet (UV) radiation. Most contain compounds called para amino benzoic acid (PABA) or benzophenone and its derivatives. Others may also contain esthers of cinnamate. Sunscreens are sold with a sun protection factor (SPF) number. The higher this number, the greater the power to block ultraviolet radiation. In theory, a person can spend longer in the sun with a sunscreen of a higher SPF rating.

- Sunscreens should be applied to clean dry skin at least 15-20 minutes prior to sun exposure.
- Authorities now recommend that everyone should use 15+ sunscreen.
- Re-apply sunscreen every 2 hours or every hour if you are sweating a lot. Re-apply after swimming.
- Don't use sunscreens after the use-by date and don't expect them to replace sensible sun avoidance. To avoid any skin allergy or irritation from the sunscreen, do a patch-test on a small area on the arm before applying it to the whole body. Sunscreens are only one component of skin protection and should be used in conjunction with wearing protective clothing and avoiding the midday sun.

UNIDAD 4: EL TEXTO DESCRIPTIVO / EXPLICATIVO

Las descripciones tienen como características el uso de:

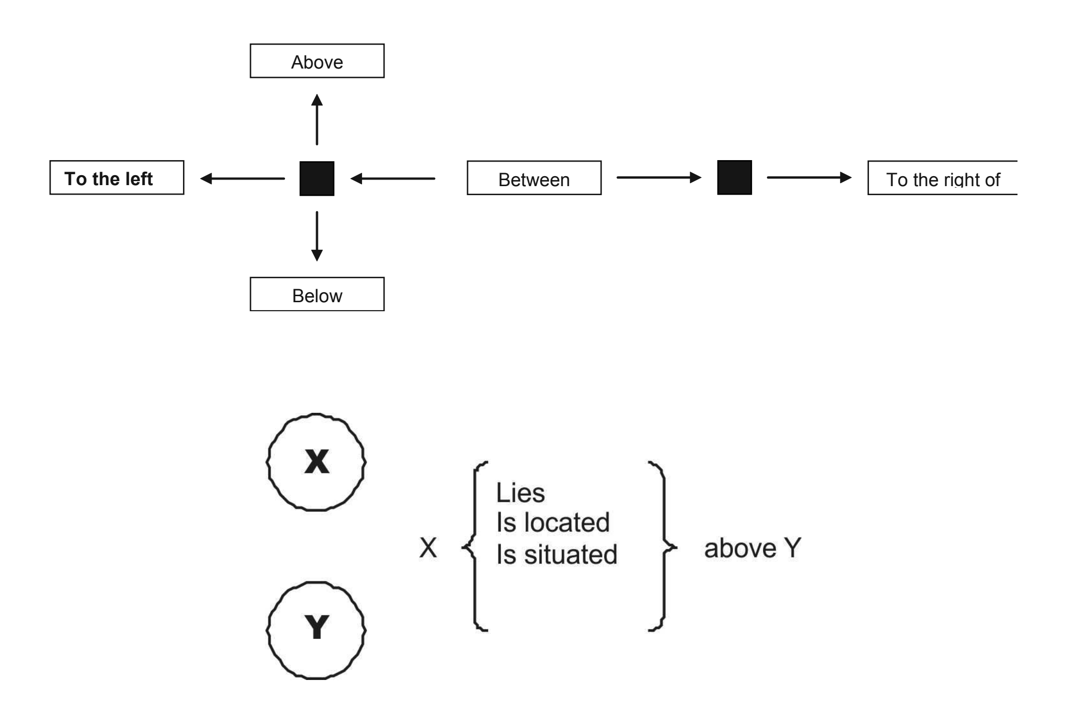
- Verbos conjugados en presente simple para describir o explicar;
- verbos modales;
- marcadores de discurso que guían al lector a través de las distintas partes del texto;
- sustantivos, verbos y adjetivos utilizados para describir y comparar dimensión, forma, estructura, etc.
- el pasado simple para describir una secuencia de hechos.

Las descripciones frecuentemente hacen referencia a:

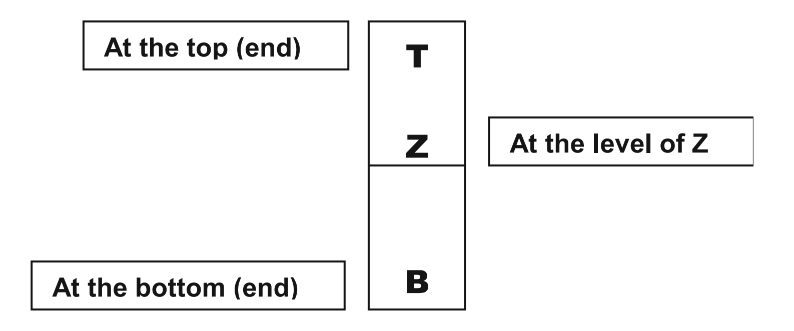
A) Formas y propiedades para lo cual se utilizan frases nominales, adjetivos y medidas de peso, volumen, longitud, etc.

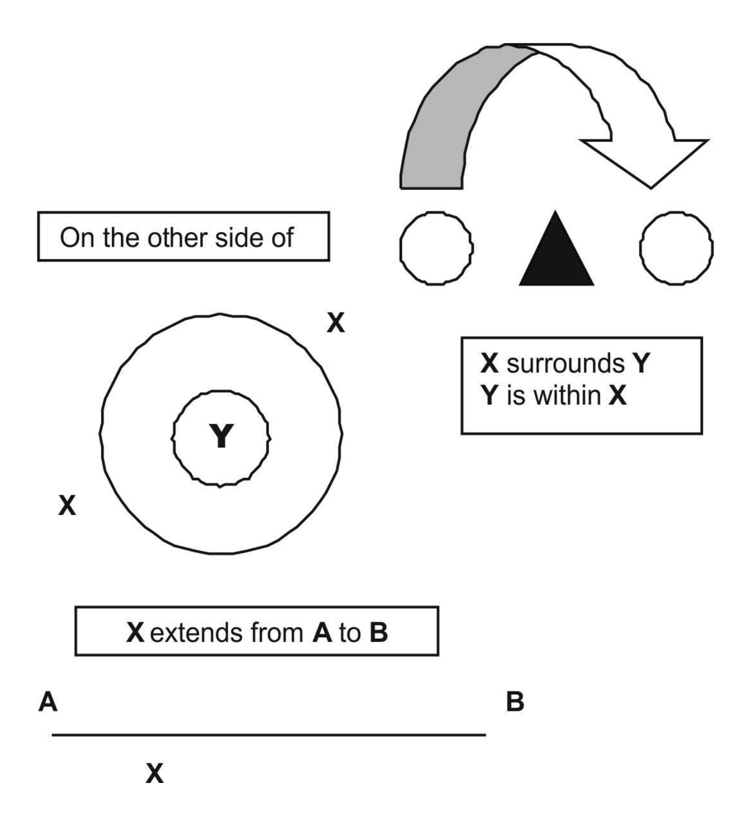
1. The heart is shaped like a cone. It is conical in shape.
2. The gallblader is a pear-shaped organ.
3. The small intestine is a long, tubular organ.
4. Elastoplast sticks to the skin. It is adhesive.
5. The skin is flexible.
6. Bones are rigid.
7. Some organs can stretch or contract by the use of muscles. They are muscular.
8. Some cells move around the body. They are mobile.
9. They move like the amoeba; they have the property of amoeboid movement.

B) Ubicación o posición a través del uso de preposiciones, adjetivos y adverbios como por ejemplo las ilustradas a continuación.



The Louvre Museum is located in Paris, France. It is the largest, and the most famous, museum in the world. The building, a former royal palace lies in the centre of Paris, between the Seine river and the Rue de Rivoli. Its central courtyard, now occupied by the Louvre Pyramid, is situated in the axis of the Champs-Élysées. The Louvre is located at 36, Quai du Louvre, 75001 Paris, France.



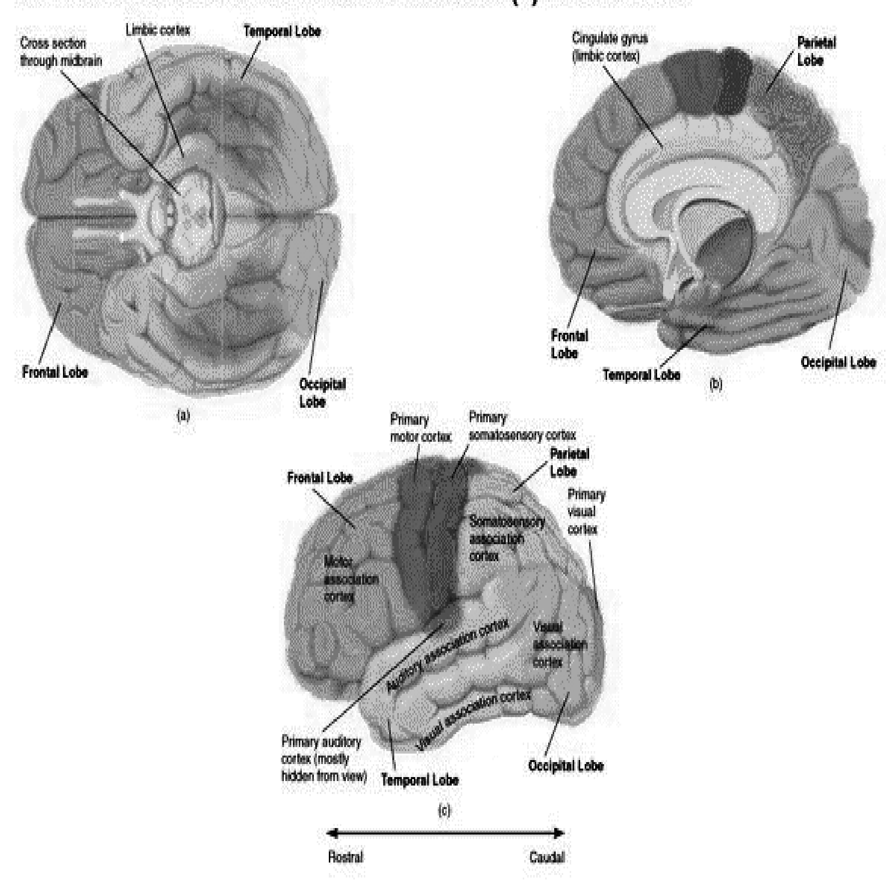


C) La estructura del objeto, cuerpo, etc. a describir para lo cual se hace uso de algunos verbos especiales tales como los que aparecen debajo.

1. The nervous system **consists of** the central nervous system and the peripheral system.
2. The central nervous system **is made up of** the brain and spinal cord.
3. Both the spinal cord and the brain **are composed of** nerve cells and fibers.
4. The forebrain, the midbrain and the hindbrain **make up** the brain.
5. The pons, the cerebellum and the medulla oblongata **compose** the hindbrain.
6. The brain **contains** grey and white matter.
7. The body **is covered with** skin and hair.
8. The limbs **are attached to** the trunk.
9. The body **is supported by** the legs.
10. The lungs **are divided into** lobes.
11. Arteries **are filled with** blood.

12. The heart **is surrounded by** the lungs.
13. The stomach **is lined with** a mucous coat.
14. The thorax **is separated from** the abdomen **by** the diaphragm.

▶ **Four Lobes of the Cerebral Cortex, the Primary Sensory and Motor Cortex, and the Associative Cortex. (a) View from Base of Brain. (b) Midsagittal View, with Cerebellum and Brain Stem Removed. (c) Lateral View**



TEXTO 15

Antes de leer

1. Lea el título, los subtítulos y observe el paratexto en general para resolver los ejercicios de esta sección.
   a. Determine el tópico del texto, tipo de texto y género discursivo.
   b. Mencione los distintos temas que el texto va a abordar.
   c. Diga dónde cree que fue publicado este texto y justifique su respuesta.
   d. Indique quiénes serían los posibles destinatarios.
2. Emplee la técnica de “scanning” para determinar en cada caso qué información le suministran los siguientes números y nombres propios:
   a. 1988
   b. Melbourne
   c. Esplanade Avenue
   d. 1.25

Mientras lee

A. Lea el texto completo y luego elija en cada caso la opción correcta. Marque con un círculo solo una respuesta (*a, b, c, d* o *e)* en cada caso.

1. La línea Riverfront comenzó a operar.........
   a) en 1926
   b) en 1988
   c) en 1990
   d) en 1923
   e) en ninguno de estos años
2. El plan original de desarrollo del corredor público..........
   a) cubría una distancia de una milla y media
   b) pasaba por el distrito Belt
   c) estaba destinado únicamente a los turistas
   d) ocasionó una demanda judicial por parte de los residentes locales
   e) fue un emprendimiento subsidiado por una empresa francesa
3. Se expandió la línea a una ruta de dos carriles porque............
   a) había tranvías adicionales
   b) el sistema de un solo carril no alcanzaba para la demanda existente
   c) los residentes y turistas lo solicitaron
   d) se planeaba extender el recorrido hasta Bywater
   e) los planes eran muy ambiciosos

4. En las instalaciones de Carrollton Barn se dedican a ....
   a) la fabricación de coches nuevos
   b) la capacitación de personal especializado en sistema de frenos
   c) la determinación de estándares de calidad total a cargo de ingenieros
   d) la reparación y mantenimiento de los tranvías de las dos líneas
   e) la reparación y mantenimiento de los tranvías de las línea Riverfront

5. Recientemente se adquirieron 9 tranvías que............
   a) tienen aproximadamente 70 años de antigüedad
   b) están hechos de madera
   c) están siendo renovados en Barn
   d) están siendo renovados en la ciudad de Filadelfia
   e) empezaron a ser renovados hace 18 meses
6. El costo de un pasaje de ida más un trasbordo en la línea Riverfront cuesta.............
   a) $1.25
   b) un cuarto de dólar más que en las otras líneas
   c) $1.00
   d) $1.50
   e) $1.35

B. Vuelva a leer el texto y resuelva:

Localice en el texto:
1. una clasificación, transcríbala, interprétela y subraye la/s palabra/s clave/s.
2. una instrucción, transcríbala e interprétela.

Después de leer

1. Indique cuál es el referente de las siguientes palabras destacadas en el texto:
   a. two:____
   b. This concern: ____
   c. them: ____
   d. your: ____

2. Indique qué función cumple el conector en este texto y cómo ha sido utilizado en este contexto en particular:
   a. La función del conector **Because** en este texto es de (*adición, contraste, causa, efecto,* etc.) y en este contexto en particular indica que ________
   ____
   b. La función del conector **when** en este texto es de (*adición, contraste, causa, efecto,* etc.) y en este contexto en particular indica que ______
   ____
   ____

3. Indique la función (posibilidad, recomendación, habilidad, etc.)de los siguientes verbos modales:

   a. Fares *must* be paid and transfers obtained when boarding.
   b. You *can* also use your VisiTour one-day or three-day pass to ride the Riverfront.

4. Marque el núcleo en las siguientes frases nominales e interprételas:
   a. A combination of federal, local, and private funding: __________________
   ____
   b. the last remaining streetcar line: __________________________________
   ____
   c. 3.stricter modern safety standards: ________________________________
   ____

5. Interprete la siguiente oración e indique cuál es la función del sufijo y la palabra subrayados

The Melbourne cars have wide center doors, making them easier to adapt to handicapped use than the Perley Thomas cars.

RTA: The Riverfront Streetcar Line



Melbourne Car on the Riverfront Line

History of the Riverfront Line

The first new streetcar line in New Orleans since 1926, the Riverfront Line began operations on August 14, 1988. The original plan was to develop the Public Belt Corridor from the French Market to the Warehouse district, over a distance of about mile and a half. A combination of federal, local, and private funding contributed to the opening of the single track line. It became obvious that the single-track line was going to be insufficient to accomodate the demand placed on the line by locals and tourists alike. Additional funding was obtained, and a the line was expanded to a two-track route and additional streetcars were placed in service on August 31, 1990.
The future holds ambitious plans for the Riverfront line. The line will be expanded downriver to the Bywater neighborhood, and uptown to the Audubon Zoo.

The Red Ladies -- Streetcars on the Riverfront Line

There are two types of streetcars (in New Orleans, they’re always streetcars, never “trolleys”) on the New Orleans line. Those familiar with the city will recognize the three 1923-vintage Perley Thomas streetcars as the same type in use on the St. Charles line. In fact, they were part of the New Orleans transit system prior to 1964, when the last remaining streetcar line (other than the St. Charles line, which remained in operation), Canal St., discontinued operation. The surplus streetcars were sold or donated to museums around the country. When the Riverfront line was in the planning stages, an effort was made to re-acquire the Perley Thomas cars, and two were found. A third was acquired in 1989 by the RTA and added to the Riverfront fleet.
The other type of car operating on the Riverfront line is the Melbourne W-2 streetcar. This model was originally operated by the Melbourne and Metropolitan Tramways Board in Melbourne, Victoria, Australia. The Melbourne cars were originally constructed in the mid-1920s, making them from the same period in streetcar development as their mates on the line. The Melbourne cars have wide center doors, making them easier to adapt to handicapped use than the Perley Thomas cars.

Care and Upkeep of the Streetcars

The streetcars of the Riverfront line, as well as their green counterparts on the St. Charles line, are maintained at the RTA's Carrollton Barn facility, on Oak St. uptown. The craftsmen at the Carrollton Barn are some of the nation's foremost experts in streetcar preservation and maintenance. Because these streetcars are over 70 years old, parts have to be fabricated from scratch. Brake systems had to be re-engineered to meet stricter modern safety standards, and the cars were renovated almost completely from top to bottom before going out on the line. Like the St. Charles cars, the Red Ladies return regularly to the Barn for maintenance.

Because the Melbourne cars are made of wood (as opposed to the steel of the Perley Thomas cars), they will have a much shorter operational lifetime. This concern, combined with the continuing growth of the ridership and expansion plans, has prompted the RTA to acquire new streetcars. Nine PCC-type cars were acquired from the City of Philadelphia. The cars were delivered to the Barn, where it will take approximately 18 months to renovate them for use in New Orleans. It is expected that they will become part of the Riverfront line when the renovation is completed.

The Riverfront Route

Currently there are ten stops on the Riverfront line. The stops are numbered starting at Esplanade Ave., heading upriver.

1 -- Esplanade Avenue

See the Old US Mint, walk down and have lunch at Port of Call.

2 -- Ursulines Street

See the Farmer's Market and Flea Market sections of the French Market, the Old Ursuline Convent, along with shops and restaurants along Decatur St.

3 -- Dumaine Street

More French Market and Decatur Street shops to explore.

4 -- Toulouse Street

Jackson Square, St. Louis Cathedral, The Cabildo, Presbytere and Pontalba Apartments, Jax Brewery, Steamboat Natchez, Riverboat Jean Lafitte, Woldenberg Park.

5 -- Bienville Street

Woldenberg Park and the Aquarium of the Americas.

6 -- Canal Street

The Aquarium of the Americas, Canal St. Ferry (crosses the Mississippi River), Canal Place Shopping Centre, Riverwalk Marketplace, Spanish Plaza, Canal St. Bus Line (connections from there to all parts of the city), Steamboat Cotton Blossom and MV John James Audubon (Zoo Cruises), World Trade Center, Westin Hotel.

7 -- Poydras Street

Hilton Riverside and Towers, Flamingo Casino, Riverwalk Marketplace,

Riverboat Cajun Queen, Steamboat Creole Queen, International Cruise Terminal.

8 -- Julia Street

Ernest N. Morial Conention Center, Louisiana Children's Center, Riverwalk Marketplace (food court entrance).

9 -- Calliope Street

Warehouse District, Louisiana Science Center, Ernest N. Morial Convention Center.

10 -- Thalia Street

Upriver turnaround and terminal.

How to Ride the Streetcar

The one-way fare for the Riverfront line is $1.25 (a quarter more than the $1.00 fare on other RTA lines). Transfers are an additional ten cents. Fares must be paid and transfers obtained when boarding. You can also use your VisiTour one-day or three-day pass to ride the Riverfront Line. Board the Perley Thomas cars and pay your fare in the front; exit in the rear. Pull the bell cord running the length of the car before your stop to signal the driver you want to get off.

Regular RTA rules are in effect on the Riverfront line.

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Integración

¿Qué frase se utiliza para clasificar estos vehículos en el texto?

Otras frases utilizadas para clasificar son:

X	is divided into ... consists of ... contains ... is made up of ...

Ahora vuelva a leer el texto y haga una lista de las distintas preposiciones, adverbios y frases en general que se utilizan para indicar locación o ubicación de diferentes rutas, objetos, etc.

Sistematización (comparativos y superlativos)

Las palabras recuadradas en el texto indican distintos grados de comparación.

Las comparaciones hacen referencias a diferencias o similitudes entre cosas, lugares, procesos o personas.

Grado comparativo

Analice los siguientes ejemplos:
PCs are cheaper now than they used to be.
Things are more complicated today (than in the past.)

Adjetivo monosilábico (o de 2 sílabas terminado en "y") + ER + than (cheaper than)
More + Adjetivo de 2 sílabas o más + than (more complicated than)

Grado superlativo

Ejemplos:
Buying a multimedia encyclopedia is the easiest way to help children with their homework.
Helping children with their homework is one of the most difficult things for parents to do.

the + Adjetivo monosilábico (o de 2 sílabas terminado en "y") + EST (the easiest way...)
The + Most + Adjetivo de 2 sílabas o más (the most difficult...)

Comparación de igualdad/desigualdad

As + adjetivo+ as
The same as
Not as/so + adjetivo+as
Different from

Analice ahora todas las palabras y frases destacadas en el texto donde se establezcan comparaciones.

TEXTO 16

Antes de leer

1. Determine el tópico del texto.
2. Efectúe una lectura rápida de este artículo y busque 5 palabras que se relacionen con el tópico del mismo.

   ___________ ___________ ___________ ___________ ___________

3. Indique qué información le suministran las siguientes cifras y nombres propios:

- Dr. Roland Griffith: ____
- The Journal of The American Medical Association: __________________
  ____
- 80: ____
- 280: ____

Mientras lee

A) Indique si las siguientes afirmaciones son Verdaderas o Falsas: En caso que sean falsas, justifique.

1.El estudio llevado a cabo por los doctores Griffith y Strain demuestra que la cafeína es adictiva.	V/F
Justificación:	
2. Consumida en pequeñas dosis, la cafeína tiene efectos positivos.	V/F
Justificación:	
3. Consumida en grandes dosis, dicha sustancia es tan peligrosa como el alcohol y la nicotina.	V/F
Justificación:	
4. Según el doctor Griffith, los americanos son adictos a la cafeína.	V/F
Justificación:	
5. Ser adicto a una sustancia es lo mismo que ser físicamente dependiente.	V/F
Justificación:	

B) Lea el texto detalladamente para completar el ejercicio que figura a continuación.

1. El doctor Griffith define a la cafeína como ....
   ....
2. Además de en el café, la cafeína se encuentra en ....
   ....

3. ¿Cuál es el consumo diario de cafeína en los adultos?
4. Explique el contraste encabezado por “However”.
5. Mencione los efectos positivos y los negativos del consumo de cafeína en pequeñas y grandes dosis respectivamente.
6. Indique el/los referente/s de la frase *“...these negative effects ...”*
7. Si los americanos dejaran de consumir cafeína, padecerían de .... Esto demuestra que son adictos/físicamente dependientes. (Elija la opción correcta)

Después de leer

1. Vocabulario

Busque en el texto palabras o frases que se refieran al aspecto positivo y negativo del consumo de cafeína.

2. Vuelva a leer el texto y luego indique qué o quiénes lleva/n a cabo las siguientes acciones.

says (línea 6) ____________________

consume (línea 8) ____________________

ingest (línea 10) ____________________

take in (línea 12) ____________________

feel (línea 12) ____________________

Can’t live without your coffee? You may be addicted

A recent study sponsored by the National Institute on Drug Abuse has confirmed what many people already believe--caffeine is addictive. Dr. Roland Griffiths and Dr. Eric Strain from the Johns Hopkins School of Medicine in Baltimore published the results of their latest study in The Journal of the American Medical Association. According to Dr. Griffiths, “Caffeine is the world’s most widely used mind-altering drug.” This study, he says, is the first to prove that some people can become dependent on the substance.

In the United States, over 80 percent of adults consume caffeine in some form. Coffee, tea, soda and chocolate are the most common sources. Each day, the average adult ingests approximately 280 milligrams of caffeine, the amount found in about two large cups of coffee.

At this level of consumption, caffeine tends to have a positive effect. People who take in small amounts of caffeine say they feel more awake and alert. In higher doses, however, caffeine can produce negative effects, such as anxiety and nervousness. But according to the researchers, these negative effects are not a serious health threat. In fact, when compared to other addictive substances, such as alcohol or nicotine, caffeine is relatively benign.

Dr. Griffiths points out that there is a distinction between physical dependence on a substance and actual addiction. While millions of Americans say they are addicted to caffeine, Dr. Griffiths says most of them are only physically dependent on the substance. In other words, they will suffer withdrawal symptoms, such as lethargy and headaches if they stop using it.

Actual addiction is a much more serious condition. In order to be considered a true addict, a person must meet four criteria. These criteria are:

1. Gradual development of a tolerance to the effects of the substance (i.e. more and more of the substance must be consumed to produce the same effect.)
2. Withdrawal symptoms when the substance is no longer consumed.
3. Persistent use of the substance even if it causes or aggravates medical problems.
4. Repeated failed attempts to stop using the substance.

According to Dr. Griffiths, most coffee or soda drinkers can give up caffeine if they try. Therefore, they are not full-fledged caffeine addicts. However, these people will probably experience unpleasant physical effects when they stop using caffeine. Therefore, the drug should be used with caution.

And for those who want to kick their caffeine habit? Dr. Griffiths suggests that you do not quit cold turkey. Instead, he says, gradually decrease your caffeine use, tapering off a little more each day.

http://www.ed.uiuc.edu/Impact/io.htmlhttp://www.ed.uiuc.edu/Impact/io.html

TRABAJO PRÁCTICO Nº 10

Antes de leer

Observe el título y el copete de este texto para determinar el tópico y clasificarlo de acuerdo a la tipología vista en clase.

Mientras lee

1. Explique cuáles son a su juicio las características más salientes del producto descripto en el texto.
2. ¿Cuáles son sus dimensiones?
3. Indique con qué otro elemento se lo compara.
4. ¿Dónde y cómo se puede adquirir este producto?

Después de leer

Subraye todas las palabras y/o frases que aparecen en el texto para efectuar comparaciones. Indique qué se compara en cada caso.

Press release AT&T

FOR RELEASE MONDAY, NOVEMBER 1,1999

AT&T Introduces Hottest Selling Wireless Phone In Europe And Asia To The United States

REDMOND, WASHINGTON --- AT&T Wireless Services today announced the availability of the hottest selling wireless phone in Europe and Asia, the Nokia 8860. The Nokia 8860 phone is a digital multi-network phone that weighs only four ounces.

The stylish chrome phone has all the advanced features of AT&T's Digital PCS service, which includes Caller ID, Message Waiting Indicator for AT&T Voicemail, Intemet E-Mail, short messaging and paging capabilities. The phone is as sleek as a metal lighter and nearly as petite. One reviewer says "it's the hippest cell phone around."

"We think this will make a terrific present as we approach the holiday shopping season," said Dan Hesse, president and chief executive officer of AT&T Wireless Services. AT&T plans to sell the phone for $799.

The phone is small enough to slip easily into a purse or suit pocket. It has a built-in antenna which helps reduce its overall size. It measures 4.25 inches high, 1.75 inches wide and 3/4 of an inch thick. The Nokia 8860 will deliver between 1.25 hours - 2.40 hours of talk time and up to 2.5 days-6.5 days of standby time. It incorporates an internal vibrating alert in addition to different ringing tones. The phone incorporates sophisticated digital technology that will work at 850 MHz. and 1900 MHz. and default to analog absent a digital signal.

"We wanted to create a phone that would make people instinctively say, 'I want this,' a design that would communicate style and enduring quality," said Frank Nuovo, chief designer, Nokia Mobile Phones. "Like a fine watch or a fountain pen, the Nokia 8860 is a beautiful product that people will desire."

The Nokia 8860 phone will be available at all AT&T owned and operated Phone Stores and all authorized AT&T Wireless dealers and retailers. In addition, customers can purchase the phone with service over the Intenet at www.attws.com or by calling 1-800-IMAGINE.

AT&T is one of the largest wireless carriers in the United States serving more than 12 million customers. AT&T Wireless Services is a wholly-owned subsidiary of AT&T Corporation (NYSF:T). *Source: AT&T Press release*

TEXTO 17

Antes de leer

1. Échele un vistazo al texto y complete la siguiente oración:

   El texto que figura a continuación fue extraído de un folleto que hace referencia a ____.

   De acuerdo al título que aparece en la página siguiente, la actividad de la isla estaba relacionada con ____



Ellis Island is a symbol of America's immigrant heritage. For more than six decades-1892 to 1954-the immigrant depot processed the greatest tide of incoming humanity in the nation's history. Some twelve million people landed here; today their descendants account for almost 40% of the country's population. Opened on January 1, 1892, Ellis Island ushered in a new era of immigration with each newcomer´s eligibility to land now determined by federal law. The government established a special bureau to process the record numbers that were arriving at the end of the 19th century. Fleeing hardships such as poverty, religious persecutions, or political unrest in their homelands, they journeyed to the United States in search of freedom and opportunity. More than 70% landed in New York, the country´s largest port. First and second class passengers were processed on board ship, but third or steerage class were ferried to Ellis Island where they underwent medical and legal examination in the Main Building.

Immigrant Processing

During peak periods at Ellis Island as many as 5,000 people each day would be checked, questioned, and sent on their way. For the vast majority, the processing took between three and five hours. For others, a longer stay meant additional testing, and for an unfortunate two percent, exclusion and a return trip home.

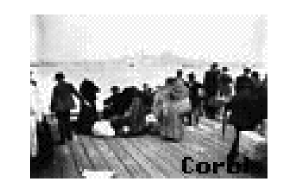
From the outset, Ellis Island bulged at its seams. Originally a three-acre island barely visible above high tide, the land extended over the years to 27 ½ acres which supported 35 additional buildings. Despite the growth, the station's facilities remained inadequate (except during the immigration lull of World War I) until 1924. After that, quotas on immigration drastically stemmed the incoming tide.

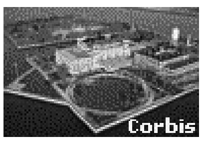
No longer needed for mass processing, the station became a detention and deportation center for undesirable aliens. It was also used as a hospital for wounded servicemen during both world wars and as a training facility by the U.S. Coast Guard. On November 29, 1954, the government closed the island and remained abandoned until President Lyndon B. Johnson, recognizing the essential unity of the Statue of Liberty and Ellis Island, placed the deserted facility under the care of the National Park Service on May 11, 1965.

The Statue has no peer as a symbol for the American dream of freedom and opportunity and Ellis Island is the timeless reminder of the courage and energy it took to turn that dream into reality.

Immigrants at Ellis Island







Introducción
Lea la introducción y conteste:

1. ¿Durante cuánto tiempo se procesó la información relacionada con los inmigrantes?

2. Explique a qué hacen referencia los siguientes números y fechas:
   a. 1/1/1892:____
   b. 40%: ____
   c. 70%: ____
   d. 12 millones:____________________________________

3. Mencione las causas por las cuales muchos europeos emigraron a los Estados Unidos.
4. ¿Recibían el mismo trato todos los inmigrantes? Explique.

Analice las siguientes oraciones tomadas de la Introducción.

a. For more than 6 decades the immigrant depot <u>processed</u> the greatest tide of incoming humanity in the nation´s history.
b. Some twelve million people <u>landed</u> here.

¿Qué particularidad tienen las palabras subrayadas?

____

____

Estos verbos están en pasado. En inglés, para formar el pasado de los verbos, le agregamos ***-ed*** a la base del mismo, cuando el verbo es regular.

land	+	-ed	=	landed
establish	+	-ed	=	established

Cabe aclarar que esta regla es válida para todas las personas.

Para formar el negativo o el interrogativo, hacemos uso del auxiliar DID.

DID	+	sujeto	+	base del verbo (infinitivo)	+ --- ?

Did *more than 12 million people* *land on Ellis Island?*

Sujeto	+	DID NOT	+	base del verbo (infinitivo)	+ ---

More than 12 million people	*didn´t (did not)*	*land on Ellis Island.*

Por lo general, los verbos en pasado van acompañados por marcadores de tiempo tales como:

(two days) **AGO**
LAST (year, week)
YESTERDAY
IN (1997)/(October)
ON October 10th

Immigrant Processing

1. ¿En qué consistía el procesamiento de inmigrantes?
2. ¿Cómo se describe la isla?
3. ¿Cuándo se dejó de utilizar la isla como centro de procesamiento de datos de inmigrantes? ¿Qué destino se le dio después?

Preste atención a las siguientes oraciones:

a. *The processing took place between three and five hours.*
b. *The station became a detention and deportation center...*

Las palabras subrayadas, ¿se refieren a eventos que ocurren ahora, que ocurrieron o que ocurrirán?

____

Los verbos subrayados no toman la terminación *-ed* puesto que son irregulares. ¿Dónde acudiría usted para verificar si un verbo es regular o irregular?

____

Analizaremos, ahora, la siguiente oración:

c. *The government established a special bureau to process the record numbers that were arriving at the end of the century.*

En esta oración, los verbos denotan acciones en pasado. Sin embargo, una de las cláusulas hace referencia a una acción completa y la otra a una en progreso. Marque cuál es cuál.

Cuando el verbo "be" va acompañado de otro verbo que termine en ***-ing,*** tanto en pasado como en presente, la acción a la que se alude está en progreso o desarrollo. No sabemos si la acción llegó a su fin o no.

Verbos Irregulares		
Base Form	**Past Tense**	**Past Participle**
be	was/were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led

learn	learnt	learnt
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

TEXTO 18

Antes de leer
Lea el título, observe el paratexto y la tipografía especial para anticipar el tópico del texto.

Discusión:

a. ¿Qué información tiene usted con respecto a las especies en peligro de extinción?
b. ¿Tiene algún conocimiento sobre esta especie en particular?
c. ¿Cuáles son algunos de los factores que amenazan la supervivencia de algunas especies?
d. ¿Conoce algunas medidas o proyectos que se estén implementando en el ámbito nacional o internacional para evitar la desaparición de estos animales?

Mientras lee

1. Lea el texto y determine cuáles son las características físicas, las costumbres, el habitat y otros datos interesantes sobre este animal.
2. Indique por qué se encuentra en peligro de extinción y qué se está haciendo para evitarlo.

Después de leer
Infiera el significado de las palabras marcadas en el texto e indique qué rasgos morfológicos presentan.



Black Rhinoceros - *Diceros bicornis* (Linnaeus, 1758).
IUCN STATUS CATEGORY Critcally Eindangered
HABITAT A savannah species which generally avoids forested areas.
GEOGRAPHICAL SPREAD The range of the Black Rhinoceros has been greatly fragmented. The species now occurs in isolated pockets over much of its former range. The largest remaining populations are found in Kenya, Namibia, South Africa and Zimbabwe.
CURRENT POPULATION Approximately 2,550 (Brooks, 1994).
SIZE Head and body length 300 and 375cm. Tail length 70cm. Height at the shoulder 140 and 180cm.

WEIGHT 800 and 1,400kg.
AVERAGE LIFE EXPECTANCY One Black Rhinoceros was still living after 45 years in captivity.
NORMAL DIET The Black Rhinoceros is a browser, often associated with dense thickets.
NORMAL LIFESTYLE Generally solitary and hostile when disturbed. Temporary groups of up to 13 animals have been observed.
PREVIOUS GEOGRAPHICAL SPREAD The Black Rhinoceros once ranged widely throughout the savannahs of Africa, only avoiding the equatorial forest belt and some of the most arid desert regions.
REASONS FOR DECLINE Exploitation of the Black Rhinoceros accelerated during the nineteenth and twentieth centuries. It was killed for sport, because it was considered dangerous, to obtain its durable hide, and to secure its horn for use in traditional Asian medicine. In the early 1970s there was a dramatic increase in the demand for rhinoceros horn for use as dagger handles in North Yemen. The price of rhinoceros horn soared, with a 21-fold increase during the 1970s.
The major present threat is the heavy demand for rhinoceros horn for use in traditional Asian medicines. In 1994, a kilogram of horn was estimated to be worth approximately US$60,000 in the Far East (Trent, 1994), the major markets being China, Yemen, Taiwan and South Korea (Milliken, et al. 1993). In South Korea the horn is used for the treatment of a variety of ailments including epilepsy, fevers, strokes and AIDS (Anon., 1993; Cumming, et al. 1990).
CURRENT THREATS Poaching pressure remains a very serious threat.
CONSERVATION PROJECTS A Status Survey and Conservation Action Plan was compiled by the IUCN/SSC African Elephant and Rhino Specialist Group in 1987. The Action Plan identified three areas of action to conserve African rhinos: 1) political pressure to influence government policy in nations that illegally export or import rhinoceros horn; 2) promoting use of substitute materials (such as water buffalo horn) in place of rhinoceros horn, and restriction of rhino horn trade within and between Asian nations; and 3) identification of priority areas for rehabilitation of Black Rhinoceros populations (Brooks, M. 1990; Cumming et al., 1990).
In 1991 the World Wide Fund for Nature (WWF) initiated a conservation programme for Black and White Rhinos in Zimbabwe, translocating rhinos from areas of high poaching activity to areas of relative safety and dehorning them. By August 1993, 122 Black and 111 White Rhinos had been dehorned. There is evidence that dehorned rhinos are left unharmed by poachers and, it has been argued that if trade in rhinoceros horn is permitted, revenue raised from the sale of the amputated horn could be used to fund conservation activities. A similar dehorning programme was initiated in Namibia in 1989 (Anon., 1991; Cole, 1992; Kemf and Jackson, 1993 Milliken et al., 1993).
A project supported by Wildlife Conservation International to investigate the effects of dehorning on desert-dwelling Black Rhinoceroses was initiated in 1991. The University of Nevada is investigating horn growth and regrowth, reproductive behaviour in rhinos with different horn sizes, and range size of males and females in relation to horn and body sizes. Similar research on dehorned White Rhinos showed that the absence of a horn had negligible effects on the animal behaviour (Anon., 1991).
During 1994, attractive and durable dagger handles were made from locally quarried agate in Yemen, and these have proved very popular. The ready acceptance of the

new handles as alternatives to rhinoceros horn may be due to the fact that they are not made from artificial substances or materials newly introduced to Yemen. At least 70kg of raw rhinoceros horn was smuggled into Yemen during 1994, representing the death of a minimum of 24 rhinos (Bradley-Martin and Vigne, 1995).

Research at the US National Fish and Wildlife Forensic Laboratory has demonstrated a unique pattern of keratin protein in rhinoceros horn which might enable the identification of rhinoceros products in Oriental medicines. The process is currently undergoing refinement (Anon., 1994).

SPECIAL FEATURES The Black Rhinoceros has suffered a 95 per cent population decline between 1970 and 1994. There are very few (about 20) individuals of the subspecies *D. b. longipes* left, all in Cameroon (Kemf & Jackson, 1994).

This information has been made available with help from WWF and the Chevron.

Document URL: *http:// www.wcmc.org.uk /species/data/species_sheets/blackrhi.htm*
Revision date: *04 February 2000* | Current date: *09 July 2002*

TRABAJO PRÁCTICO N° 12

Antes de leer

Conteste basándose en la lectura del título, subtítulos, tipografía especial y observación de las figuras.

1. Determine el tópico.
2. Indique que tipo de información le suministra cada una de las figuras.
3. Explique cuál es la organización textual.

Mientras lee

A) Lea todo el texto y luego complete.

1. La temperatura de la tierra ____________________ 1° Fareinheit en ______________________.
2. Gran parte del calentamiento de los últimos cincuenta años se debe a ______ ____.
3. Se mencionan algunos gases como el dióxido de carbono, el metano y el óxido nitroso porque ____.
4. Algunas actividades que contribuyen a la emisión de gases tóxicos son ____ ____.
5. Los últimos quince años del siglo XX fueron _______________________ y consecuentemente _______________________________ disminuyeron.
6. Explique cómo opera el efecto invernadero.
7. ¿Cuál es el ejemplo que se incluye basado en una predicción para el año 2100?

B) Indique si las siguientes afirmaciones son Verdaderas o Falsas: En caso que sean falsas, justifique.

1. El efecto invernadero es totalmente perjudicial.	V/F
Justificación:	
2. A partir de la revolución industrial la concentración atmosférica de dióxido de carbono, metano y el óxido nitroso aumentaron.	V/F
Justificación:	
3. Se sabe con certeza que es lo que va a suceder con el clima en zonas específicas en los próximos 50 años.	V/F
Justificación:	

Después de leer

1. Indique la función de los conectores “however” y “because” marcados en el texto y justifique su uso en este contexto.
2. Transcriba una frase en donde el autor expresa un alto grado de certeza con respecto a hechos que van a acontecer. Subraye la/s palabra/s clave/s y luego interprétela.
3. Interprete las palabras que se encuentran subrayadas en cada oración.

   a. Why are greenhouse gas concentrations <u>increasing</u>?

   b. In 1997, the United States <u>emitted</u> about one-fifth of total global greenhouse gases.

   c. <u>Estimating</u> future emissions is difficult

   d. The snow cover in the Northern Hemisphere and <u>floating</u> ice in the Arctic Ocean have decreased.

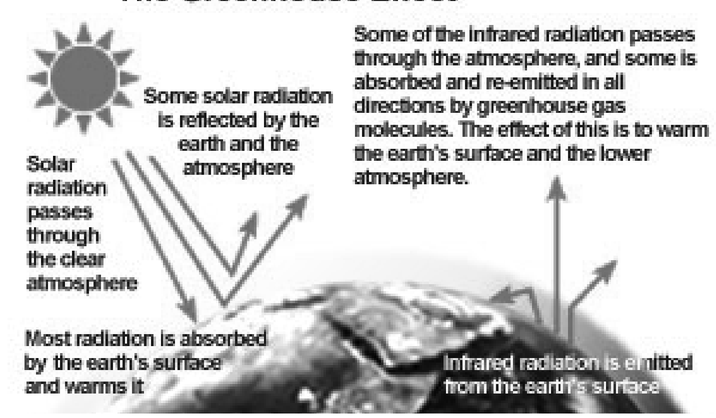
   a. Increasing: _________________ b. emitted: __________________

   c. Estimating: _________________ d. floating: __________________

4. ¿Qué tienen en común las siguientes frases? Busque dos ejemplos más.
   a. much lower than
   b. more hospitable
5. Indique en qué tiempo verbal están las oraciones que aparecen en la foto. Interprete dos de ellas.
6. Explique que sustituye el término “ones” en la siguiente oración:

Calculations of climate change for specific areas are much less reliable than global ones.

Climate



AN INTRODUCTION

According to the National Academy of Sciences, the Earth's surface temperature has risen by about 1 degree Fahrenheit in the past century, with accelerated warming during the past two decades. There is new and stronger evidence that most of the warming over the last 50 years is attributable to human activities. Human activities have altered the chemical composition of the atmosphere through the buildup of greenhouse gases – primarily carbon dioxide, methane, and nitrous oxide. The heat-trapping property of these gases is undisputed although uncertainties exist about exactly how earth's climate responds to them. Go to the Emissions section for much more on greenhouse gases.

Our Changing Atmosphere

Energy from the sun drives the earth's weather and climate, and heats the earth's surface; in turn, the earth radiates energy back into space. Atmospheric greenhouse gases (water vapor, carbon dioxide, and other gases) trap some of the outgoing energy, retaining heat somewhat like the glass panels of a greenhouse.

Without this natural "greenhouse effect," temperatures would be much lower than they are now, and life as known today would not be possible. Instead, thanks to greenhouse gases, the earth's average temperature is a more hospitable 60°F. However, problems may arise when the atmospheric concentration of greenhouse gases increases.

Since the beginning of the industrial revolution, atmospheric concentrations of carbon dioxide have increased nearly 30%, methane concentrations have more than doubled, and nitrous oxide concentrations have risen by about 15%. These increases have enhanced the heat-trapping capability of the earth's atmosphere. Sulfate aerosols, a common air pollutant, cool the atmosphere by reflecting light back into space; however, sulfates are short-lived in the atmosphere and vary regionally.

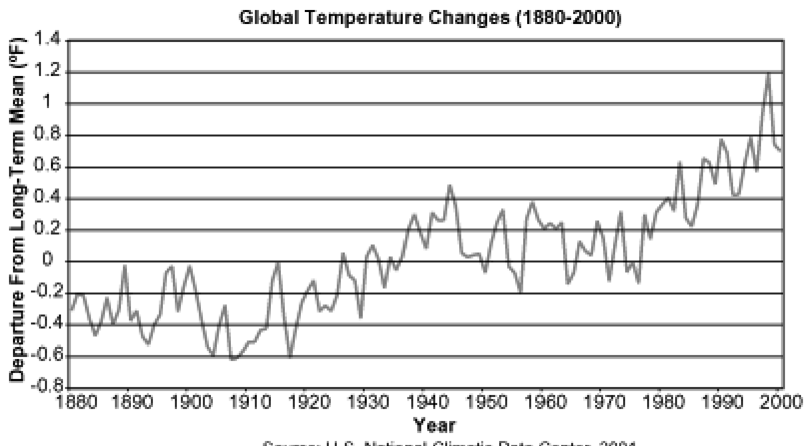
Why are greenhouse gas concentrations increasing? Scientists generally believe that the combustion of fossil fuels and other human activities are the primary reason for the increased concentration of carbon dioxide. Plant respiration and the decomposition of organic matter release more than 10 times the CO2 released by human activities; but these releases have generally been in balance during the centuries leading up to the industrial revolution with carbon dioxide absorbed by terrestrial vegetation and the oceans.

What has changed in the last few hundred years is the additional release of carbon dioxide by human activities. Fossil fuels burned to run cars and trucks, heat homes and businesses, and power factories are responsible for about 98% of U.S. carbon dioxide emissions, 24% of methane emissions, and 18% of nitrous oxide emissions. Increased agriculture, deforestation, landfills, industrial production, and mining also contribute a significant share of emissions. In 1997, the United States emitted about one-fifth of total global greenhouse gases.

Estimating future emissions is difficult, because it depends on demographic, economic, technological, policy, and institutional developments. Several emissions scenarios have been developed based on differing projections of these underlying factors. For example, by 2100, in the absence of emissions control policies, carbon dioxide concentrations are projected to be 30-150% higher than today's levels.

Changing Climate

Global mean surface temperatures have increased 0.5-1.0°F since the late 19th century. The 20th century's 10 warmest years all occurred in the last 15 years of the century. Of these, 1998 was the warmest year on record. The snow cover in the Northern Hemisphere and floating ice in the Arctic Ocean have decreased. Globally, sea level has risen 4-8 inches over the past century. Worldwide precipitation over land has increased by about one percent. The frequency of extreme rainfall events has increased throughout much of the United States.



Increasing concentrations of greenhouse gases are likely to accelerate the rate of climate change. Scientists expect that the average global surface temperature could rise 1-4.5°F (0.6-2.5°C) in the next fifty years, and 2.2-10°F (1.4-5.8°C) in the next century, with significant regional variation. Evaporation will increase as the climate warms, which will increase average global precipitation. Soil moisture is likely to decline in many regions, and intense rainstorms are likely to become more frequent. Sea level is likely to rise two feet along most of the U.S. coast. Calculations of climate change for specific areas are much less reliable than global ones, and it is unclear whether regional climate will become more variable.

TEXTO 19

Antes de leer

1. Observe el texto, lea el título y los subtítulos y determine el tópico, tipo de texto y posibles destinatarios.
2. Indique qué información le suministran los números y nombres propios que se encuentran en la introducción.

Mientras lee

A. Lea el texto y responda:

1. Ubique el párrafo donde se halla una descripción física del museo ¿Cuáles son sus características?
2. Localice una oración donde se clasifica algo.
3. Nombre todo lo que se puede hallar en el Museo Metropolitano.

B. Lea la sección *Museum Information* con detenimiento y luego determine si las siguientes aseveraciones son verdaderas o falsas.

1. La entrada al museo es gratuita.	V/F
2. Los domingos no se puede concurrir al museo.	V/F
3. El museo está cerrado el día de Gracias.	V/F
4. En el mostrador para visitantes internacionales se puede encontrar información solamente en los siguientes idiomas: francés, castellano, y alemán	V/F
5. Existe más de un lugar donde se puede comer.	V/F
6. Todas las personas que deseen realizar un tour deben hacer una reserva con anticipación.	V/F

C. Observe ahora la siguiente oración:

The Metropolitan Museum of Art was founded in 1870 by a group of civic leaders, financers , industrialists , and art collectors.

¿Quién/es realizaron la acción descripta por el verbo en el año 1870?

A group of civic leaders, financers, industrialists and art collectors conforman el sujeto real de la oración. En inglés, todas las oraciones comienzan con un sujeto. *The Metropolitam Museum of Art*, está funcionando como el sujeto de esta oración. Decimos que esta oración está en voz pasiva, *The Metropolitan Museum of Art* es el sujeto pasivo de la misma.

La estructura básica de la voz pasiva es la siguiente:

SUJETO PASIVO	Verbo "BE" (en el tiempo que corresponda)	PASADO PARTICIPIO del verbo principal	(BY + Sujeto real o agente)

El recurso de la voz pasiva se utiliza cuando:

- el realizador de la acción se desconoce o está sobreentendido; en cuyos casos, por lo general, se omite la frase ***BY***+ frase nominal.
- queremos poner más énfasis en la acción llevada a cabo que en el realizador de la misma.

Veamos ahora cómo una oración en voz activa se puede transformar en pasiva.

VOZ ACTIVA		
Sujeto	**Verbo**	**Objeto**
A group of civil leaders	founded	the Metropolitan Musem of Art
VOZ PASIVA		
The Metropolitan Museum of Art	was founded	**by** a group of civic leaders.

Lea nuevamente el texto y transcriba ejemplos de:
a) comparaciones:
b) palabras terminadas en *-ing* y *-ed* e indique en cada caso su función.

Museum Information
An Introduction

The Metropolitan Museum of Art, which was founded in 1870 by a group civic leaders, industrialists, and art collectors, moved to its present location in Central Park in 1880. Today the Metropolitan is the largest museum of art in the Western Hemisphere, it occupies two million square feet, extending from 80th to 84th streets on Fifth Avenue. Its collections include more than two million works of art from prehistoric trough modern times and from all areas of the world. The collections are divided into seventeen curatorial departments. In each department curators acquire, preserve ad exhibit works of art for both the permanent collections and special exhibitions.

The Museum's holdings in European art are unparalleled outside Europe. In addition to one of the world's great collections of medieval art and architecture and of prints, photographs, drawings, costumes, musical instruments and sculpture and decorative arts from the Renaissance through the twentieth century. The Museum's collection of American art, exhibited in the American Wing, is the largest in the world. Its collections of Asian art are extensive, and its Islamic collection is the most comprehensive in existence. The wing on the south end of the building houses an impressive collection of African and Oceanic art as well as that from Native North and South America. The Cloisters, a branch of the Metropolitan, is devoted to the arts of the Middle Ages. The building, which opened to the public in 1938, is within Ford Tyron Park, overlooking the Hudson River.

The educational function of the Museum is implicit in every facet of the Museum's endeavors. The Museum's bimonthly Calendar provides a handy index to the many ongoing programs and activities.

Museum hours

Friday	9.30 am. -8.45 pm
Saturday	9.30 am. -8.45 pm
Sunday	9.30 am. -5.15 pm
Monday	Closed
Tuesday	9.30 am. -5.15 pm
Wednesday	9.30 am. -5.15 pm
Thursday	9.30 am. -5.15 pm

Closed January 1, Thanksgiving Day and December 25.

Libraries and Study Rooms: Call (212) 879-5500, TTY (212) 879-0421

Gallery Schedule: Due to reductions in New York City and State funding, the Museum galleries will remain open to the public on an Alternating Gallery Schedule. Consult Information Desk for viewing hours.

Admission: $6.00 suggested for adults, $3.00 suggested for students and senior citizens, includes Main Building and the Cloisters on the same day, free to Members and children under twelve with and adult. To help cover the cost of special exhibitions, for which there is no additional charge, please pay the full amount.

Information Desk: In Great Hall and Uris Center for Education. Assistance and information about the Museum.

International Visitors Desk: In Great Hall.

Maps, brochures, tours and assistance in Chinese, French, German, Italian, Japanese, Spanish.

Museum Dining Facilities:

Cafeteria: Friday, Saturday 9.30-8:30; Sunday Tuesday-Thursday 9:30-4:30

Restaurant: Friday, Saturday 11:30-10:30 (last reservation 8:00) Sunday, Tuesday-Thursday11:30-3:00. For reservations call (212)570-3964. Restaurant Gift Certificates available.

Café: Friday, Saturday 11.30-9:00; Sunday, Tuesday- Thursday 11:30-4:30

Great Hall Balcony Bar: Friday, Saturday 4:00-8:30; music 5:00-8:00

The Iris and B. Gerald Cantor Roof Garden: beverage service (May- October)

Tours: Individual visitors: Free with admission.

In English, French, German, Italian, Japanese, Spanish. Consult Information Desks.

Groups: Advance reservations required. Highlights Tours (for tourist groups) in English, French, Japanese, Japanese, Spanish, and other languages, call (212) 570-3711. School groups(K12) call (212) 288-7733. For other tours, call (212) 570-3930.

UNIDAD 5: INTEGRACION

TEXTO 21

Antes de leer
Lea títulos, subtítulos, observe los diferentes indicadores tipográficos y el paratexto en general y luego complete esta sección.

1. Determine el tópico: ____
2. Los distintos temas que el texto aborda son ____________________________

   ____
3. Explique para qué utiliza el autor las siguientes indicaciones tipográficas:
   - negritas: ____
   - viñetas: ____
   - números: ____
   - nombres propios: ____

Mientras lee
Realice una primera lectura del texto y luego resuelva.

1. Localice y marque en el texto dos definiciones. Transcriba una de ellas, marque los componentes e interprételas.

   ____

   ____

   ____
2. Explique qué se clasifica en el texto y cómo está/n organizada/s esta/s clasificación/es.

   ____

   ____

   ____
3. Según el texto, ¿el proceso de socialización atañe únicamente a humanos? Sí / No. Explique

   ____

____

____

4. El período de socialización más importante, de acuerdo a algunos especialistas está comprendido en la etapa de la vida correspondiente a ________________
____

5. De acuerdo a la información en el texto, una de las cosas de las cuáles la familia, como agente de socialización, es responsable de ________________
______________________ y la escuela, por su parte, de __________________
____

Después de leer

1. Marque cuál es el núcleo de las siguientes frases nominales y luego interprételas:
   a) an environment significantly different ______________________________
   ____
   b) a social identity ____
   ____
   c) work place ____
   ____
   d) the agency responsible for socializing groups: _____________________
   ____
   e) adult individuals: ____
   f) the way of life within their society: ________________________________
   ____

2. Indique cuál es el referente de las siguientes palabras destacadas en el texto:
   a) this: _____________________________________
   b) their: ____________________________________
   c) those: ____________________________________

3. El verbo modal "must" destacado en el texto, sugiere aquí : posibilidad / necesidad / conclusión / sugerencia / (Elija la opción adecuada)

Socialization

Socialization is the process by which human beings or animals learn to adopt the behavior patterns of the community in which they live. For both humans and animals, this typically occurs during the early stages of life, during which individuals develop the skills and knowledge necessary to function within their culture and environment. However, this also includes adult individuals moving into an environment significantly different from one(s) in which they have previously lived and must thus learn a new set of behaviors.

Humans

Socialization is, in essence, learning (see Charon, 1987:63-69). Socialization refers to all learning regardless of setting or age of the individual. In every group one has to learn the rules, expectations, and knowledge of that group, whether the group is your family, the army, or the state (nation). Socialization is the process whereby people acquire a social identity and learn the way of life within their society. All of this amounts to the learning of culture.

For some psychologists -- especially those working in the psychodynamic tradition -- the most important time when socialization occurs is between the ages of one and ten. Humans learn throughout their lives, but this first ten years is arguably the most important time in determining the personality of persons across their life span.

Forms of socialization

Sociologists may distinguish five kinds of socialization:

- Reverse socialization
- Developmental socialization
- Primary socialization
- Anticipatory socialization
- Resocialization

Agents of Socialization

Agents of socialization are people and/or groups that influence self concepts, emotions, attitudes and behavior of a person. (Henslin, 1999:76-81)

1. The Family. The family is the most important of the agents of socialization. Family is responsible for, among other things, determining one's attitudes toward religion and establishing career goals.
2. The School. The school is the agency responsible for socializing groups of young people in particular skills and values in our society.
3. Peer Groups. Peers refer to people who are roughly the same age and/or who share other social characteristics (e.g., students in a college class).
4. The Mass Media.
5. Other Agents: Religion, Work Place, The State.

Glosario:

behavior *n.*	comportamiento, conducta
early *adj /adv.*	temprano
environment *n.*	medio ambiente
knowledge *n.*	conocimiento
learn *v.*	aprender/ conocer
life *n.*	vida
pattern *n.*	patrón / modelo / configuración
peer *n.*	compañero / par
place *n.*	lugar
stage *n.*	período / estadío
way *n.*	forma / manera/ modo
within *prep./adv.*	dentro de / adentro de
work *n. /v.*	trabajo ; trabajar/ funcionar

TEXTO 22

Antes de leer
Lea los títulos y observe las indicaciones tipográficas para resolver esta sección.

1. Determine el tópico del texto:
2. Anticipe los distintos aspectos que el texto abarca.
3. Explique qué ilustra cada figura.
4. ¿Por qué aparecen algunas palabras en *cursiva*?
5. Indique por qué se mencionan los siguientes números:
   - 2
   - 1868

Mientras lee
Realice una primera lectura del texto y luego resuelva. No utilice más de dos líneas para cada una de las respuestas.

1. ¿Cómo se define el helio?
2. Mencione tres características del helio.
3. ¿Cuál es su ubicación en la tabla periódica?
4. ¿Qué ocurre con el helio en condiciones extremas?
5. ¿Qué es la destilación fraccionada?
6. ¿La presencia de este componente químico en el universo es importante o escasa? Explique.
7. ¿Cuáles son sus propiedades únicas?
8. Mencione tres de sus usos o aplicaciones.

Después de leer

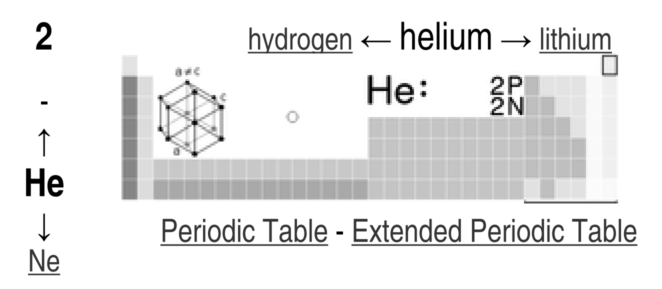
1. Indique cuál es el referente de las siguientes palabras marcadas en el texto.
   a. It
   b. these.

2. Indique cuál es la modalidad que confieren los siguientes verbos marcados en el texto según el contexto en el que aparecen:
   a. May
   b. Will

3. Elija la función que corresponde a cada conector y luego justifique su uso en la oración en la que aparecen.
   a. Although es un conector de **: *causa / adición / consecuencia / contraste condición / tiempo / alternativa*** y en este caso en particular se usa para indicar que ……………………………………………………………
   ……………………………………………………………………………………
   b. In addition to es un conector de **: *causa / adición / consecuencia / contraste condición / tiempo / alternativa*** y en este caso en particular se usa para indicar que ……………………………………………………………
   ……………………………………………………………………………………
   c. Because es un conector de **: *causa / adición / consecuencia / contraste condición / tiempo / alternativa*** y en este caso en particular se usa para indicar que ……………………………………………………………
   ……………………………………………………………………………………

4. Seleccione la mejor interpretación en cada caso.
   Boiling: bullir; de ebullición: que hierve; hirviendo
   Studying: estudiando; estudiar; que estudian; estudio
   Used: usó; usaron; usado; se usó
   Inflating: inflando; inflar; que inflan; inflación
   Is used: usa; se usa; es usado; se usaba

5. Marque cuál es el núcleo en cada una de las siguientes frases nominales y luego interprételas.
   a. A low temperature separation process
   b. its most abundant stable isotope



Helium

From Wikipedia, the free encyclopedia

Helium is a chemical element; its atomic symbol is He. It is a colorless, odorless, tasteless, non-toxic, and nearly inert monatomic that heads the noble gas series in the periodic table. Its atomic number is 2 and its boiling and melting points are the lowest among the elements. It exists only as a gas except in extreme conditions. Extreme conditions are also needed to create the small handful of helium compounds, which are all unstable at standard temperature and pressure. Its most abundant stable isotope is helium-4 and it has a rare stable isotope, helium-3. The behavior of liquid helium-4's two different states—helium I and helium II—is important to researchers studying quantum mechanics (in particular the phenomenon of superfluidity) and those looking at the effects that near absolute zero temperatures have on matter (such as superconductivity).

Helium is the second most abundant element in the known Universe and second lightest element in the periodic table. In the modern Universe almost all new helium is created as a result of the nuclear fusion of hydrogen in stars. On Earth it is created by the radioactive decay of much heavier elements. After its creation, part of it is trapped with natural gas in concentrations up to 7% by volume. It is extracted from the natural gas by a low temperature separation process called fractional distillation.

In 1868 the French astronomer Pierre Janssen first detected helium as an unknown yellow spectral line signature in light from a solar eclipse, although other accounts attribute this to British astronomer Joseph Norman Lockyer who used Janssen's technique to observe the Sun two months after the eclipse and first identified the Helium line. (The word helium comes from ancient Greek ἥλιος which is, surprisingly, cognate with the English sun.) Helium is used in cryogenics, in deep-sea breathing systems, to cool superconducting magnets, in helium dating, for inflating balloons, for providing lift in airships and as a protective gas for many industrial uses (such as arc welding and growing silicon wafers). Inhaling a small volume of the gas temporarily changes the quality of one's voice. However, inhaling it from a typical commercial source, such as that used to fill balloons, can be dangerous due to the number of contaminants that may be present. These could include trace amount of other gases, in addition to aerosolized lubricating oil.

Applications



Because of its low density, helium is the gas of choice to fill airships such as the USGS blimp.

Helium is used for many purposes that require some of its unique properties, such as its low boiling point, low density, low solubility, high thermal conductivity, or inertness. Pressurized helium is commercially available in large quantities.

- Because it is lighter than air, airships and balloons are inflated with helium for lift. In airships, helium is preferred over hydrogen because it is not flammable and has 92.64% of the lifting power of the alternative hydrogen.
- For its low solubility in water, the major part of human blood, air mixtures of helium are used in deep-sea breathing systems to reduce the high-pressure risk of nitrogen narcosis, decompression sickness, and oxygen toxicity.
- At extremely low temperatures, liquid helium is used to cool certain metals to produce superconductivity, such as in superconducting magnets used in magnetic resonance imaging. Helium at low temperatures is also used in cryogenics.
- For its inertness and high thermal conductivity, helium is used as a coolant in some nuclear reactors, such as pebble-bed reactors, and in arc welding air-sensitive metals.
- Because it is inert, helium is used as a protective gas in growing silicon and germanium crystals, in titanium and zirconium production, in gas chromatography, and as an atmosphere for protecting historical documents. This property also makes it useful in supersonic wind tunnels.
- In rocketry, helium is used as an ullage medium to displace fuel and oxidizers in storage tanks and to condense hydrogen and oxygen to make rocket fuel. It is also used to purge fuel and oxidizer from ground support equipment prior to launch and to pre-cool liquid hydrogen in space vehicles.
- The gain medium of the helium-neon laser is a mixture of helium and neon.
- Because it diffuses through solids at a rate three times that of air, helium is used to detect leaks in high-vacuum equipment and high-pressure containers.
- Because of its extremely low index of refraction, the use of helium reduces the distorting effects of temperature variations in the space between lenses in some telescopes.
- The age of rocks and minerals that contain uranium and thorium, radioactive elements that emit helium nuclei called alpha particles, can be discovered by the level of helium there.
- Because helium alone is less dense than atmospheric air, it will change the timbre (not pitch [10]) of a person's voice when inhaled. However, inhaling it from a typical commercial source, such as that used to fill balloons, can

be dangerous due to the number of contaminants that may be present. These could include trace amount of other gases, in addition to aerosolized lubricating oil.

The high thermal conductivity and sound velocity of helium is also desirable in thermoacoustic refrigeration. The inertness of helium adds to the environmental advantage of this technology over conventional refrigeration systems which may contribute to ozone depleting and global warming effectsan unknown yellow spectral line signature.

TEXTO 23

Antes de leer

Conteste basándose en la lectura del título, subtítulos, tipografía especial y observación de las figuras.

1. Determine cuál es tópico del texto y los diferentes aspectos que se abordarán.
2. Explique qué intenta ilustrar la figura.

Mientras lee

A) Lea todo el texto y luego complete.

1. Explique qué son las células solares.
2. La sigla PV significa ____
3. ¿Por qué se menciona a Henri Becquerel?
4. A partir del año 1958 estas células comenzaron a utilizarse para __________ ____
5. Mencione dos de los factores que estimularon la utilización de este tipo de energía en Australia.
6. Explique haciendo uso de sus propias palabras cómo funcionan las células solares.
7. La cifra 25% se refiere a ____
8. ¿Qué es lo que determina la cantidad de energía que se puede obtener de un dispositivo PV?

B) Indique si las siguientes afirmaciones son Verdaderas o Falsas: En caso que sean falsas, justifique.

1. Las células solares se comenzaron a producir en 1839	**V/F**
Justificación:	
2. Todas las células solares están hechas a base de silicio.	**V/F**
Justificación:	

3. Las células solares son ahora más baratas que hace treinta años.	V/F
Justificación:	

Después de leer

1. Indique la función del conector "although" marcado en el texto y luego justifique su uso en este contexto.
2. La palabra "these" se refiere a ________________________________
3. Interprete las siguientes palabras destacadas en el texto

Inglés	Español
Driving	
Stimulated	
Discovered	
Specialized	
understanding	
growing	
developed	
passing	

Glosario	
Understand	comprender
cell	célula
need	necesidad/necesitar
flow	fluir/flujo
junction	union
last	ultimo/durar
layer	capa
available	disponible
hole	agujero
heat	calor
source	fuente
fall	caer
be able	ser capaz de
wave	onda
length	longitud
shine	brillar
amount	cantidad
therefore (conec)	por lo tanto
grow	crecer
develop	desarrollar
swept	*pp*. barrer

Photovoltaic technology

What are solar cells?

Solar cells are devices which convert solar energy directly into electricity, either directly via thephotovoltaic effect, or indirectly by first converting the solar energy to heat or chemical energy.

The most common form of solar cells are based on the photovoltaic (PV) effect in which light falling on a two layer semi-conductor device produces a photovoltage or potential difference between the layers. This voltage is capable of driving a current through an external circuit and thereby producing useful work.

The origins of solar cells

Although practical solar cells have only been available since the mid 1950s, scientific investigation of the photovoltaic effect started in 1839, when the French scientist, Henri Becquerel discovered that an electric current could be produced by shining a light onto certain chemical solutions.

The effect was first observed in a solid material (in this case the metal selenium) in 1877. This material was used for many years for light meters, which only required very small amounts of power. A deeper understanding of the scientific principles, provided by Einstein in 1905 and Schottky in 1930, was required before efficient solar cells could be made. A silicon solar cell which converted 6% of sunlight falling onto it into electricity was developed by Chapin, Pearson and Fuller in 1954, and this kind of cell was used in specialised applications such as orbiting space satellites from 1958.

Today’s commercially available silicon solar cells have efficiencies of about 18% of the sunlight falling on to them into electricity, at a fraction of the price of thirty years ago. There is now a variety of methods for the practical production of silicon solar cells (amorphous, single crystal, polycrystalline), as well as solar cells made from other materials (copper indium diselenide, cadmium telluride, etc).

The need for solar cells

The development of solar cell use in Australia has been stimulated by:

- the need for low maintenance, long lasting sources of electricity suitable for places remote from both the main electricity grid and from people; eg satellites, remote site water pumping, outback telecommunications stations and lighthouses;
- the need for cost effective power supplies for people remote from the main electricity grid; eg Aboriginal settlements, outback sheep and cattle stations, and some home sites in grid connected areas.
- the need for non polluting and silent sources of electricity; eg tourist sites, caravans and campers
- the need for a convenient and flexible source of small amounts of power; eg calculators, watches, light meters and cameras;
- the need for renewable and sustainable power, as a means of reducing global warming.

Together, **these** needs have produced a growing market for photovoltaics which has stimulated innovation. As the market has grown, the cost of cells and systems has declined, and new applications have been discovered.

How do solar cells work?

To understand the operation of a PV cell, we need to consider both the nature of the material and the nature of sunlight. Solar cells consist of two types of material, often p-type silicon and n-type silicon. Light of certain wavelengths is able to ionise the atoms in the silicon and the internal field produced by the junction separates some of the positive charges ("holes") from the negative charges (electrons) within the photovoltaic device. The holes are swept into the positive or p-layer and the electrons are swept into the negative or n-layer. Although these opposite charges are attracted to each other, most of them can only recombine by passing through an external circuit outside the material because of the internal potential energy barrier. Therefore if a circuit is made (see figure 3) power can be produced from the cells under illumination, since the free electrons have to pass through the load to recombine with the positive holes.

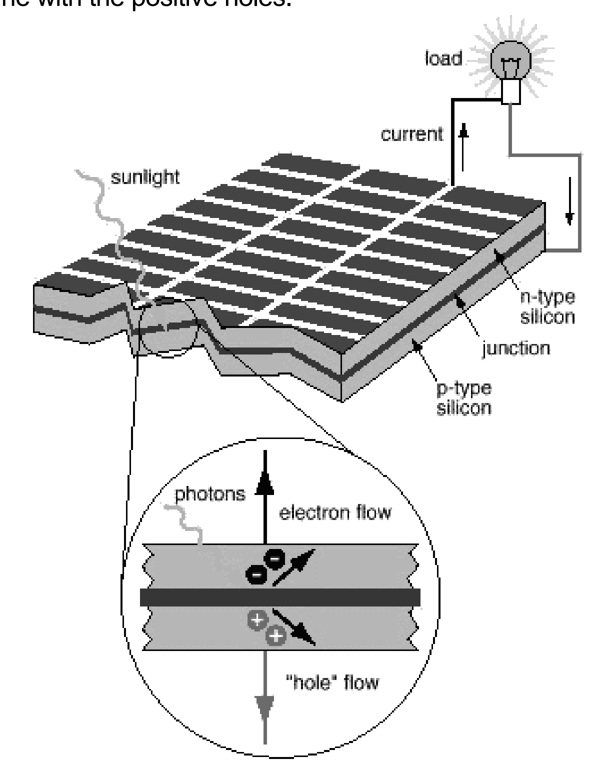


Figure 3 The Photovoltaic Effect in a Solar Cell

The amount of power available from a PV device is determined by:

- the type and area of the material;
- the intensity of the sunlight; and
- the wavelength of the sunlight.

Single crystal silicon solar cells, for example cannot currently convert more than 25% of the solar energy into electricity, because the radiation in the infrared

region of the electromagnetic spectrum does not have enough energy to separate the positive and negative charges in the material.
El texto completo puede encontrarse en RISE, Research institute for Sustainable Energy, Information Portal - Technologies - Photovoltaics (PV) disponible en http://www.rise.org.au/info/Tech/pv/index.html

TEXTO 24

Antes de leer
Lea el título, los subtítulos y la introducción del texto para resolver los ejercicios de esta sección.

1. Determine cuál es el tópico del texto. Justifique su respuesta seleccionando 5 palabras claves que extraiga de las secciones indicadas.
2. Los nombres propios que aparecen en la introducción hacen referencia a ....
3. Explique qué indican los números 320 y 460.

Mientras lee
Realice una primera lectura del texto y luego resuelva:

1. Explique brevemente qué factores determinaron que el idioma inglés tenga la importancia de la que hoy goza.
2. Para quiénes sería fácil entender la oración "Indicate if you have a difficult problem" ¿Por qué?
3. En los dos últimos pares de oraciones que aparecen en el texto en *cursiva* se observa un cambio en .... lo que implica una variación en....... ....
4. Según el texto ¿por qué el inglés se ha vuelto un idioma más rico recientemente?
5. ¿Cómo se decide qué inglés es aceptable y cuál no?
6. Explique cuál es la diferencia entre descriptivo y prescriptivo.
7. Ubique en el texto una clasificación, subráyela, explíquela y transcriba cuál/es es/son la/s palabra/s que la/s introduce/n.

Después de leer

1. Busque en la introducción palabras o frases que se utilizan para efectuar comparaciones. Transcríbalas e indique en cada caso qué tipo de comparación se establece.
2. Explique la función y justifique el uso en este contexto de los conectores que están destacados en el texto:

a. As: ____________________

b. Nevertheless: ____________________

3. Indique cuál es el referente de las palabras en negritas según el orden en que aparecen en el texto

a. It: ____________________

b. Their ____________________

c. It ____________________

d. They ____________________

4. Transcriba una oración en presente y otra en pasado e interprételas.

THE SHORT STORY OF ENGLISH

English is the world's leading international language. It is the principal language spoken in Britain, the USA, Canada, Australia, New Zealand, and some other countries such as Uganda and Botswana. About 320 million people speak English as their first language - about the same number as Spanish, but less than Mandarin Chinese or Hindi.

The total number of English speakers in the world is estimated to be about 460 million - second only to Mandarin Chinese.

English is the main second language in India, South Africa and many parts of Africa and Asia. But - more and more - it is also the language of international commerce, of business, of diplomacy and of tourism.

But how did English reach this special position?

Mostly, it was a result of chance. Britain was the world's most active colonial nation in the 19th century, and British explorers and colonists took their language with them wherever they went. English became the official language of most of Britain's colonies. In the 20th century, America has been the world's most powerful nation - and Americans have brought the English language to other countries of the world.

The importance of American international corporations has made sure that English has become the international language of business; and Hollywood and the music industry have made sure that it has become the principal language for the media and showbiz.

But other factors have helped with the international development of English too. Over a thousand years ago, when the roots of modern Europe were being formed, western Europe was divided into three sections: in the East there were people who spoke Slavonic languages, in the middle there were people speaking Germanic languages (including Scandinavians), and in the south and west there were people speaking "Romance" languages, derived from Latin.

In those days, England was a Germanic country; its people spoke a variety of languages including forms of Danish and Anglo Saxon.

In 1066, England was conquered by the Normans, from France, who brought with them their own langage - Norman French - a Romance language.

In the centuries that followed, the old Germanic languages mixed with Norman French to produce a new language, English, which was thus rather different from other European languages. It was partly Germanic (particularly the grammar and structures), partly Romance (a lot of the vocabulary).

In other words, English is at the dividing line of the two principal families of language used in Western Europe today. Most people in Europe today can recognise something of their own language in English.

For example, if you come from a Germanic country, you do not need to have learnedmuch English to understand this sentence:

The man forgot to water his garden last night

Anyone who speaks French or Spanish or Italian, should be able to understand this English sentence without too much difficulty:

Indicate if you have a difficult problem.

As English is half way between two different language groups, speakers of other languages have often found it easy to communicate in English, even without paying attention to grammar!

Nevertheless, grammar is important; for without grammar, no language can survive. Grammar is the cement with which the bricks of language are held together. Without it, even messages in simple English can be quite impossible to understand.

Just look at the importance of word order in this simple example:
The man the woman saw was hungry.
The man saw the woman was hungry.

Or look at the radical difference in meaning between these two sentences:
*This is a **story forgotten** by Charles Dickens.*
*This is a **forgotten story** by Charles Dickens.*

In recent times, as English has become a **global** language, used in different places all over the world, it has become a much richer language than in the past. It has picked up new words from other cultures, other languages, such as **bungalow** (from India), **détente** (from French), **kebab** (from Turkey), **potato** (from American Indian) - plus a lot of modern slang from America.

Today, both grammar and vocabulary are still changing. There is no such thing as “official English”; neither Britain nor the USA has anything like the “Académie Française” to decide what is acceptable and what is not. The most accepted sources of reference are the famous English dictionaries - Websters for the USA and the Oxford English Dictionary for British English. Like other dictionaries however, they are descriptive not prescriptive - i.e. they describe

language as it is used, they do not tell people what they can or should say or should not say.

Today's English is different from the English of 100 years ago; it is pronounced differently too - and no doubt, it will be even more different in 100 years' time.

TEXTO 25

Antes de leer
Lea títulos, subtítulos, observe los diferentes indicadores tipográficos y el paratexto en general y luego complete esta sección.

1. Determine el tópico:
2. Los distintos temas que el texto aborda son ______________________________

   ____

3. Explique para qué utiliza el autor las siguientes indicaciones tipográficas:
   a. negritas:
   b. palabras subrayadas:
   c. Hippodamus:
   d. Miletus:
   e. 1930s:

Mientras lee
Realice una primera lectura del texto y luego resuelva.

1. Localice y marque en el texto una definición. Luego, transcríbala, marque los componentes e interprétela.
2. Otras disciplinas que se dedican al desarrollo en menor escala son: ______________________________, ______________________________ y ______________________________
3. El planeamiento urbano tuvo su origen en ______________________________ y en ______________________________ y utilizo un enfoque racional para ____
6. Muchas ciudades se construyen en lugares sujetos a ____________________ ______________________, ______________________________________ o ____
7. Algunos métodos de planeamiento podrían ayudar a ____________________ ____

En Roma, por ejemplo, se crearon suburbios nuevos para _______________

____

8. Las teorías como arquitectura-social y determinismo ambiental sostienen que

____

____

Después de leer

1. Marque cuál es el núcleo de las siguientes frases nominales y luego interprételas:
   a. a number of broad critiques of modernist city planning _______________
   ____
   b. the affected regions _______________________________
   ____
   c. the transformation of societies _______________________
   ____
   d. structures designed from theories: ____________________
   ____
2. Indique cuál es el referente de las siguientes palabras destacadas en el texto:
   a. These: ______________________________________
   b. them : ______________________________________
   c. this stress: __________________________________
3. Explique la función y justifique el uso en este contexto del conector “However“ que se encuentra destacado en el texto.

Urban planning

Urban, city, or **town planning**, deals with the physical, social and economic development of metropolitan regions, municipalities and neighborhoods. Other professions deal in more detail with a smaller scale of dev elopment, namely architecture, landscape architecture and urban design. Regional planning deals with a still larger environment, at a less detailed level. The Greek Hippodamus is often considered the father of city planning, for his design of Miletus, though examples of planned cities permeate antiquity. Muslims are thought to have originated the idea of formal zoning (see haram and hima and the more general notion of khalifa, or “stewardship” from which they arise), although modern usage in the West largely dates from the ideas of the Congrès Internationaux d’Architecture Moderne.

Historically, city planning originated from within architecture and civil engineering, and employed a highly rational approach to solving city problems through physical design. However, a number of broad critiques of modernist city planning that gained momentum in the 1960s (for example, those of Jane Jacobs) helped expand the domain of urban planning to include economic development planning, community social planning and environmental planning.

Planning and safety

Many cities are constructed in places subject to flood, storm surges, extreme weather or war. City planners can cope with these. If the dangers can be localized (for flood or storm surge), the affected regions can be made into parkland or greenbelt, often with lovely results. Another practical method is simply to build the city on ridges, and the parks and farms in valleys.

Extreme weather, flood, war or other emergencies can often be greatly mitigated with secure evacuation routes and emergency operations centers. These are relatively inexpensive and unintrusive, and many consider them a reasonable precaution for any urban space.

Many cities also have planned, built safety features, such as levees, retaining walls, and shelters.

Some planning methods might help an elite group to control ordinary citizens. This was certainly the case of Rome (Italy), where Fascism in the 1930s created *ex novo* many new suburbs in order to concentrate criminals and poorer classes away from the elegant town.

In recent years, practitioners have also been expected to maximize the accessibility of an area to people with different abilities, practising the notion of "inclusive design," to anticipate criminal behavior and consequently to "design-out crime" and to consider "traffic calming" or "pedestrianization" as ways of making urban life more bearable.

City planning tries to control criminality with structures designed from theories like socio-architecture or environmental determinism. These theories say that an urban environment can influence individuals' obedience to social rules. The theories often say that psychological pressure develops in more densely developed, unadorned areas. This stress causes some crimes and some use of illegal drugs. The antidote is usually more individual space and better, more beautiful design in place of functionalism.

Other social theories point out that in England and most countries since the 18th century, the transformation of societies from rural agriculture to industry caused a difficult adaptation to urban living. These theories emphasize that many planning policies ignore personal tensions, forcing individuals to live in a condition of perpetual extraneity to their cities. Many people therefore lack the comfort of feeling "at home" when at home. Often these theorists seek a reconsideration of commonly used "standards" that rationalize the outcomes of a free (relatively unregulated) market.

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En las sociedades tecnológicas modernas, en las que los cambios vertiginosos y la oferta y la demanda de información es abundante y continua, los conceptos y los datos adquieren un valor universal o globalizado que trasciende las fronteras del idioma. En este contexto no podemos negar la existencia del inglés como *lingüa franca*, es decir, como una herramienta para el intercambio comunicativo y el acceso a la información más actualizada.

El objetivo de los cursos de lecto-comprensión en inglés es que el alumno logre convertirse progresivamente en un lector autónomo, capaz de comprender y analizar críticamente textos auténticos de géneros variados pertenecientes a distintos ámbitos del conocimiento en general y a su área de estudio en particular.





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